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ABSTRACT

This program, included in "Effective Reading Programs...," is used by one of the affiliate groups of the National Affiliation for Literacy Advance (NALA), serving approximately 200 adults in Louisiana. The program used Laubach material, which combines a phonetic approach with symbol-sound association to teach functional illiterates how to read. Tutors meet individually with students once a week for about an hour and a half. There are five skill books in the basic program containing reading and writing lessons that build on what has already been learned and systematically teach additional phonic and blending skills, word analysis, word recognition, reading for meaning, and comprehension skills. There is no isolation drill on sounds of letters, syllables, or nonsense words. The Laubach materials are supplemented with books and workbooks from other publishers that combine reading practice with learning about everyday experiences. (WR)

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A BIBLIOGRAPHY FOR ADULT EDUCATORS

Developed By Operation Upgrade of Baton Rouge, Inc.

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A BIBLIOGRAPHY OF MATERIALS

FOR ADULT NEW READERS

AND

TUTORS OF ADULT NEW READERS

Prepared by

OPERATION UPGRADE OF BATON ROUGE, INC.
2928 College Drive
Baton Rouge, La. 70808

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Introduction

This bibliography is designed for use by individuals who are engaged in the teaching of reading to adults on an elementary level. Materials which have proven to be effective are entered which can be used in the diagnosing of reading needs of adults from a most elementary level to that of 5th grade. A variety of materials are also presented which can be used in building the lacking reading skills of the adult and at the same time provide information that is helpful in the student's daily life which serves as a motivational factor.

Varied styles and formats are in evidence throughout the selections, which permits the diverse interests and abilities of the student population to be satisfied. Variety is also in evidence in the Tutor Reference section, which is highly desireable in a volunteer reading program where the educational levels of individual tutors may not be as diverse as those of the students, but the variety of their experiences as teachers necessitates the location of materials which they will feel comfortable in using.

Another factor relating to the practical experiences and knowledge of the community on the part of the student, is the fact that certain high-interest, low-vocabulary books are not purchased, but are located in one of several local libraries. This serves to introduce the student to the library and its use under the careful supervision of the tutor.

The entries listed are those found helpful and popular

with the students and tutors of Operation Upgrade and are entered with this in mind. By no means is this listing designed to be complete in terms of all publications for adult new readers.

Note:

The entries with no designations in the "source" column are in Upgrade's inventory, whereas the other codes have the listed meanings.

code	Source
EBRPL	East Baton Rouge Parish Library
L(S)	Lending Library (Southern University)
L(LSU)	Lending Library (Louisiana State University)

BASIC SKILLS, WORKBOOKS & WORKBOOK-TYPE MATERIALS

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Building Word Power John C. Adams Steck-Vaughn PO Box 2029 Austin, Texas 79767	3-4	This workbook helps develop the phonetic and structural word-attack of undereducated adults.	
Specific Skills Series Richard A. Boning Barnett-Loft Ltd. 958 Church St.	1-7	Designed to develop 3 crucial reading skills: following directions, using the context, getting the main idea, locating the answer, working with sounds, drawing conclusions, getting the facts, detecting the sequence. Non-consumable	
Signs, Signs, Signs More Signs Signs of Our Times Sol Gardon New Readers Press Box 131 Syracuse, New York 13210	1	Three books, each containing black and white photos of signs which vary in difficulty. As they look at the picture, students verbalize about what they see.	
Building Language Power (series) Paul Gastwinth, Catherine Plover, and Bernard Tauss Charles E. Merrill Co. 1300 Alum Creek Dr. Columbus, Ohio		This consumable skill text series integrates grammar, punctuation, capitalization, word usage, idea organization, letter writing and social skills. Each book is set in a metropolitan setting, with characters of different racial and national backgrounds.	
From A to Z Dee D. Hancock Steck-Vaughn PO Box 2029 Austin, Texas 79767	1	Designed to teach the alphabet to adults. Manuscript and cursive taught, basic words and simple exercises	
Systems for Success Books 1 and 2 Lee Henney Follett Publishing Co. Chicago, Ill.	0-4	Utilizes a phonetic approach to build skills in reading, writing, and spelling.	
Learning Your Language Follett - Educational Div. 1010 West Washington Chicago, Ill 60607	4-7	A basic program in reading and writing English	

BASIC SKILLS, WORKBOOKS & WORKBOOK-TYPE MATERIALS (2)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Studying for A Driver's License Donald P. Joyce New Readers Press Box 131 Syracuse, New York	4-5	An aid in studying for the written driver's test; the workbook makes the driving rules and vocabulary on the test easy to understand	
Everyday Reading and Writing Elizabeth Kirk New Readers Press Box 131 Syracuse, New York 13210	5-6	A Practical guide to the most essentail reading necessary for day-to-day living. Each lesson provides information and reinforcement in review exercises and homework.	
Building Reading Power Charles E. Merrill Co. 1300 Alum Creek Dr. Columbus, Ohio	5	Programmed, non-consumable, concentrated remedial reading program.	
New Streamlined English Series Frank Laubach, Elizabeth Mooney Kirk and Robert S. Laubach	0-5	A basic reading and writing program for adults. Series of five Skill Books, correlated and supplemental readers, and Check-ups. -- Individually annotated below.	
Skill Book 1	primer	Teaches the sounds and the names of the letters -- only the short sounds of the vowels are taught in this book	
Skill Book 2	2nd primer	Concentrates on the short vowel sounds, builds up sight vocabulary	
Skill Book 3	1-2	Concentrates on the long vowel sounds and their various spellings, comprehension exercises, syllabication	
Skill Book 4	2-3	Root words & endings, contractions, some grammar, cursive writing, spelling, special consonant sounds, punctuation	
Skill Book 5	4-5	Pre-fixes, suffixes, alphabetizing, letter-writing, special vowel sounds and spellings	

BASIC SKILLS, WORKBOOKS & WORKBOOK-TYPE MATERIALS (3)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Correlated Readers		reinforce vocabulary of Skill Books	
In the Valley		to accompany Skill Book 1 26 new words introduced	
City Living		Eight stories introduce 58 new words and reinforce reading skills of Skill Book 2	
New Ways		Five longer stories broaden student's knowledge as he reads independently for pleasure; goes with Skill Book 3	
People and Places		Accompanies Skill Book 4	
Opening Doors		A novel of 29 chapters using the vocabulary of the 5 Skill Books.	
Supplemental Readers		Worktexts written in vocabulary closely keyed to the Laubach Skill Books - most on the level of Skill Books 1 and 2	
More Money			
Cars, Cars, Cars			
House Helps			
Hills' Garden Shop			
Money Spent			
More Cars, Cars, Cars			
Can Ann Do It?			
Pollution			
(all above titles by Bea Avery)			
The Purple Egg Laura Murphy			

BASIC SKILLS, WORKBOOKS AND WORKBOOK-TYPE MATERIALS (4)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Supplemental Readers for New Streamlined English Series (con't.)		These worktexts are appropriate at the level of Skill Book 4.	
Wise Buying Alta Bell	2-3	Topics discussed are: How to Be a Wise Buyer, Dishonest Advertising and Selling Practices, Complaints, and others	
Getting Along With People Alta Bell	2-3	Discusses human relations, attitudes, working relations, and other topics.	
Student Check-ups for New Streamlined English (one each for Skill Books 1-5)		Checkups measure student progress through each Skill Book; each Check-up is color-coded to the Skill Book it accompanies.	
Working With Word Patterns Steck-Vaughn PO Box 2029 Austin, Texas 79767	2-3	Focuses on word and sentence structure and features economic information in a story about a family.	
Working With Words Mildred Putnam Steck-Vaughn PO Box 2029 Austin, Texas 79767	1-2	A basic language worktext designed for beginning adult readers for whom English is either primary or secondary language; reading and speaking skills emphasized throughout.	
The Mott Basic Language Skills Program Louis Schultz Byron E. Chapman Allied Education Council PO Box 78 Galien, Mich. 49113	1-9	The basic reading skills are systematized, providing a program of basic reading instruction for remedial students. Reading material is high interest, and the level of difficulty carefully regulated to provide maximum motivation.	
Basic Essentials of Mathematics James T. Shen Steck-Vaughn PO Box 2029 Austin, Texas 79767	5-9	In two parts; each provides explanation, model problems, exercises, frequent reviews, and progress tests.	

BASIC SKILLS, WORKBOOKS AND WORKBOOK-TYPE MATERIALS (5)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
How to Read Better Smith, King & Wilber Steck-Vaughn PO Box 2029 Austin, Texas 79767	5-6	Builds comprehension skills with exercies on finding the main idea, remembering facts, and analyzing situations.	
I Want to Learn English Smith, King & Wilber Steck-Vaughn PO Box 2029 Austin, Texas 79767	4-5	Provides adults with instruction in the fundamentals of English grammar, reading and writing.	
I Want to Read and Write Smith, King, and Wilber Steck-Vaughn PO Box 20209 Austin, Texas 79767	3-4	Basic reading skills are emphasized through controlled vocabulary exercises, reviews, and tests.	
Steps to Mathematics Books 1 & 2 Steck-Vaughn PO Box 2029 Austin, Texas 79767	1-4	Books provide basic concept of our number system and exercises in the fundamental operations, addition, subtraction, multiplication and division; whole numbers only.	
Mastery in Reading Leavell and Gardner Steck-Vaughn PO Box 2029 Austin, Texas 79767	1-8	A series of worktexts ; each introduces basic reading skills and provides interesting stories and practice exercises.	

AUDIO-VISUAL MATERIALS, PROGRAMS, AIDS

Title and Suggested Supplier	Reading Level	Annotation and Format	/Source
Battle of East St. Louis		A CBS News documentary of a 3-day sensitivity training session involving white policemen, Black militants, and community representatives of East St. Louis	La. state library
Picto-Vocabulary Series Dexter & Westbrook, LTD.	1-2	The series covers topics of clothing, shelter, food	L(S)
Coronet Instruction Films	2	Using the Dictionary, reading maps, improving reading, vocabulary growth	L(S)
The Right to Read U.S. Office of Education Washington, D.C.		Points up the problem of illiteracy in America and gives illustrations of some possible solutions.	
Singer Auto-Vance Singer Society for Visual Education 1345 Diversity Parkway Chicago, Ill. 60614	1-4	Sight& Sound learning; 11 study-mate films & projector, variety of reading levels	
Step a Little Higher Louisiana State Library		Color film probes the thoughts and inner feelings of two men who have never learned to read.	

JOBS, VOCATIONS, AND WORK

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Fireman Fred Jene Barr Albert Whitman Co. 560 W. Lake St. Chicago, Ill.	1-2	Large type and spacing, short sentences, some color illustrations. Content appeals to child and adult.	L(LSU)
Occupations Caroline Blakely New Readers Press Box 131 Syracuse, New York	3-4	Describes 53 occupations. Each chapter contains a human interst story about persons engaged in certain occupations.	
World of Work (series) Beatrice Dare & E. Wolfe Follett 1010 West Washington Chicago, Ill.	4-6	Deals with social skills related to the world of work.--interviews, pay, promotions, applications, etc. presented in realisitic situations.	
A Job for You Phyllis Dubnick Steck-Vaughn PO Box 2029 Austin, Texas	5-6	Points out ways to locate and take advantage of job opportunities.	
How to Find a Job Roger Francis New Readers Press Box 131 Syracuse, New York 13210	3-4	Brief but useful information on how to get a job and/or how to keep a job.	
The Job Ahead Science Research Associates 259 E. Erie St. Chicago, Ill.	5-6	Useful information concerning want ads, applications, and interviews.	
The World of Work Kay Koschnick New Readers Press Box 131 Syracuse, New York 13210	4-5	Tells where the jobs are and how to find them. Information on pay checks, time sheets, job training, unions, special catagory workers.	
They Work and Serve Bill Knott Steck-Vaughn PO Box 2029 Austin, Texas	4-5	Describes various kinds of job situations from the view that everyone who works makes a contribution, regardless of pay level or job duties.	

JOBS, VOCATIONS, AND WORK (2)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Vocational Reading Series Lillian Lerner and Margaret Moller Follett 1010 West Washington St. Chicago, Ill. 60607	4-6	High-interest, real-life situation stories, vocationally oriented.	L(S)
Who Built the Bridge? Norman Bates Charles Scribner 597 Fifth Ave. New York, New York	3-4	Story in picture form of machines and men who build bridges.	
Carpentry Dictionary, Machines and Tools Joy Phoder Albert Whitman Co. 560 W. Lake St. Chicago, Ill.	4	Information on carpentry tools and machines, illustrated.	
Women at Work Ruth Shaw Radlauer Melmont Pub. 310 Racine Ave. Chicago, Ill.	4	Occupations such as librarian, author, stewardess, nurse and teacher.	
At the Wholesale Produce Market Dorothy V. Steven and Harry H. Howorth	2	Interesting story of produce from farm to table -- part played by many different workers.	L(LSU)

RELIGIOUS TITLES

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Good News Scriptures Literacy Selections American Bible Society 1865 Broadway New York, New York 10023	3-5	A multi-national, multi-language program which endeavors to encourage literacy throughout the world through the use of Scripture selections	
Learn to Pray Louise Eggleston Laubach Literacy Center Box 131 Syracuse, New York 13210	4	Food for new readers and for all who wish to know how to pray.	
We are Chosen Louise Eggleston Koinonia Foundation Box 5744 Baltimore 8, Md.	3-4	written in simple English; fine thoughts for adult readers.	
One God: The Ways We Worship Florence Fitch Lothrop, Lee & Shepard 419 Park Ave. New York, New York	4	Brief account of the ways in which Jews, Catholics, and Protestants worship God.	
A Call to Spiritual Advance New Readers Press Box 131 Syracuse, New York 13210		A booklet in which Dr. Frank Laubach discusses prayer, the answer to world-wide spiritual depression.	
Can I Help You? Frank C. Laubach New Readers Press Box 131 Syracuse, New York 13210		The "golden key to peace" used by Dr. Laubach throughout his life and passed on through the message of this book.	
Christian, Save Your World Frank C. Laubach New Readers Press Box 131 Syracuse, New York 13210		Dr. Laubach's view of how to help a "world spinning toward doom".	
Did Mary Tell Jesus Her Secret? Frank C. Laubach New Readers Press Box 131 Syracuse, New York		The story of the Virgin Birth and the family secret kept in Nazareth.	

RELIGIOUS TITLES (2)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
God's Plan for You Betty Mooney Kirk Evangelistic Association Tulsa, Oklahoma	2	Story of the beginning of the world as told in the Bible.	
The Inspired Letters Frank C. Laubach New Readers Press Box 131 Syracuse, New York 13210	4	Letters of St. Paul from the New Testament/	
What Jesus Had to Say About Money Frank C. Laubach New Readers Press Box 131 Syracuse, New York 13210		A book on stewardship, illustrated from the lives of Bible characters.	
David, from Shepard Boy to King Shirley Lawson and Betty Eggers New Readers Press Box 131 Syracuse, New York 13210	2-3	A great story of the Old Testament, color illustrations	
In the Beginning Helen Roberts New Readers Press Box 131 Syracuse, New York 13210	2-3	The Creation story, beautifully told; African setting and illustrations.	L(LSU)

FAMILY LIFE

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
About the Vegetables on Your Plate V.E. Alee Melmont Pub., Inc. 310 S. Racine Ave. Chicago, Ill.	2-3	How vegetables are grown, marketed and cooked. Illustrated.	EBRPL
The Baby and the Family New Readers Press Box 131 Syracuse, New York 13210	3-4	Contains information on what to expect when another member is added to a family and what adjustments have to be made.	
Home and Family Life Series E.L. Bright and E.C. Mitchell Educators Washington Dispatch New London, Conn.	1-3	Simple presentations of ordinary life situations. Titles include: A Day with the Brown Family, Making a Good Living, Our Family, Our Friends, Our Home Day by Day.	
How to Buy Lamb Sandra Brook U.S. Dep't. of Agriculture Washington, DC		Pamphlet; a food guide to buying lamb.	
New Fabrics, New Clothes, and You Grace M. Bulman Stack-Vaughn PO Box 2029 Austin, Texas 79767	5-6	A guide book on clothing. Informs the consumer on different types of material, the care of clothes, how to select clothes. Illustrated.	
Going to Have a Baby? Marion Carnes Koinonia Foundation Box 5744 Pikesville Baltimore, Md.	3-4	Practical and scientific information for the mother-to-be written by a registered nurse. Has simple illustrations to clarify meaning.	
Adult Education Series: How We Live Angela Cass Noble and Noble 67 Irving Place New York, New York	2-3	Selections about home, school, health, safety, civics, and others.	
Drugs - Facts for Decisions Roger Conant New Readers Press Box 131 Syracuse, New York 13210	4-5	Discussions on drugs	
Conception and Pregnancy New Readers Press Box 131 Syracuse, New York 13210	3-4	A factual account of how pregnancy occurs, how a woman's body changes during pregnancy, and how the fetus develops.	

Auther, Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Eggs in Family Meals U.S. Department of Agriculture Washington, D.C.		A guide for consumers on the use, buying, and storage of eggs. Recipes included.	
The First Six Weeks New Readers Press Box 131 Syracuse, New York 13210	3-4	Contains information on post-natal care for both the infant and the mother.	
Food For Families with School Children U.S. Department of Agriculture Washington, D.C.		Pamphlet; a story of a family in which food and meal planning is discussed.	
Food Guide for Older Folks U.S. Dep't. of Agriculture Washington, D.C.		Pamphlet; tells about the food needs of older people and how to meet them.	
For Mom - After the Baby is Born Louisiana State Dep't. of Health		Pamphlet; information on the care of the mother after the baby's birth. The first six weeks care is discussed.	
Why You Need Insurance George Gillespie and George Wangee New Readers Press Box 131 Syracuse, New York 13210	4	Presents an understanding of the various types of insurance available.	
Giving Birth New Readers Press Box 131 Syracuse, New York 13210	3-4	Covers hospital and financial arrangements, labor and child-birth, Cesarean section and breast feeding vs. bottle feeding.	
The Lopez Family Dorothy Goble New Readers Press Box 131 Syracuse, New York 13210	2-3	Thirteen stories that center around the daily activities of Spanish rural families.	
You and Your Money Dorothy Goble Steck-Vaughn PO Box 2029 Austin, Texas 79767	3-4	Presents basic principles of good money management.	

FAMILY LIFE (3)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
A Guide to Budgeting for the Young Couple U.S. Department of Welfare Washington, D.C.		Pamphlet. Presents basic steps for setting up and using a simple workable budget for young couples	
The Care We Give Our Clothes Margaret J. Hansen Steck-Vaughn PO Box 2029 Austin, Texas	5-6	Ways of getting maximum value for money spent in purchasing clothing, as well as helpful hints for developing efficient and effective shopping practices.	
How to Buy Dairy Products U.S. Department of Agriculture Washington, D.C.		Pamphlet. A guide to help the consumer shop wisely for an array of dairy products.	
Making Household Fabrics Flame-Resistant U.S. Department of Welfare		Pamphlet. Information on the treating of fabrics with solutions in order to make them flame-resistant	
Making the Most of Your Money Institute of Life Insurance 277 Park Avenue New York, N.Y. 10017	4	Stories about people who have money problems and what they have done to solve them.	
Home Series M. Mutart and M.C. Moore North Carolina State Dep't. of Instruction Raleigh, North Carolina	1-3	Useful topics on home and family life	EBRPL
Helping Your Children Grace O'Connor Steck-Vaughn PO Box 2029 Austin, Texas	4-5	Basic ideas about the physical, social and psychological needs of children are explained in easy-to-read stories. Illustrated	
It Could Happen to You Maxine Phillips New Readers Press Box 131 Syracuse, New York 13210	3	Describes symptoms, treatment and prevention of major venereal diseases. Aslo deals with non-venereal diseases that frighten and upset the uninformed.	
Living With The Retarded Maxine Phillips New Readers Press Box 131 Syracuse, New York 13210	3	Emphasis on social awareness: problems of parent and the community acceptance of the retarded person.	

FAMILY LIFE (4)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Preventing Mental Retardation Maxine Phillips New Readers Press Box 131 Syracuse, New York 13210	3	Stresses such avoidalbe or treatable causes of retardation as RH factor, rubella, drugs, and poor nutrition during pregnancy.	
Prenatal Care New Readers Press Box 131 Syracuse, New York 13210	3-4	Covers routine health care during pregnancy as well as problem pregnancies.	
Family Development Series developed by RFD Project at the University of Wisconsin Steck-Vaughn PO Box 2029 Austin, Texas 79767	4-5	Ten consumable books for developing life-coping skills for adults. Each book focuses on specific areas of personal, family, and community living to provide experiences for improving the quality of an individual's life in today's complex society.	
We Are What We Eat Hazel T. Spitze and Patricia H. Rotz Steck-Vaugnh PO Box 2029 Austin, Texas 79767	3-4	Stories about three families that reflect the basic ideas about good health and nutrition. Illustrated.	
Where Does the Money Go? Hazel T. Spitze and Patricia H. Rotz Steck-Vaughn PO Box 2029 Austin, Texas 79767	3-4	Stories about three families which reflect basic concepts and factual relationships regarding money management.	L(S)
The Money You Spend Richard H. Turner Follett Education Corp. 680 Forrest Ave. NE Atlanta, Ga.	4-6	One of a series - covers budgeting, money values, working for wages, cost for telephone services, credit, savings, etc.	
The Person You Are Richard H. Turner New Readers Press Box 131 Syracuse, New York 13210	3-4	Self-concepts, development of worthwhile goals, and other topics are discussed.	

FAMILY LIFE (5)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Unwed Mother New Readers Press PO Box 131 Syracuse, New York 13210	3-4	Discusses alternatives of adoption, abortion, temporary foster care, marrying the father, or keeping the baby as a single parent.	
You and Your Contented Baby Carnation Company Los Angeles, Ca. 90019		Pamphlet. Gives general information on the latest concepts of prenatal and infant care.	
Your Family and Your Job Noble and Noble 750 Third Ave. New York, N.Y. 10017	2	Topics of interest to adults on job and family relationships	EBRPL

RECREATIONAL READING

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Stories Worth Knowing Dr. Edgar Dale Superintendent of Documents Washinton, D.C.	4	Stories of men who have achieved qualities of character which make life a great adventure. Planned for adult interest on low vocabulary level.	
Davey Crockett Frank Beals Wheeles Pub. Co. 2500 Crawford Ave. Evanston, Ill.	5	The legendary life of Davey Crockett, illustrated.	L(LSU)
A Boy and His Plants Mildred Blankenship Koinonia Foundation Box 5744 Baltimore, Md.	2-3	The story of George Washington Carver	L(LSU)
Bridled with Rainbows John Brewton Macmillan Co. 60 Fifth Ave. New York, New York	3-4	Book of poetry	L(LSU)
Let's Go Together Brown & Heltmen Row, Peterson, & Co. 1911 Ridge Ave. Evanston, Ill.	2-3	Book of poetry	L(S)
The Big Wave Pearl Buck John Day Co. 62 W. 57th St. New York, New York	4-6	A wise farmer helps an orphaned boy accept the loss of his parents and prepares his own son for life and death at the same time.	
The Little Indian Basket Maker Clark & Begay Melmont Pub. Co. 310 S. Racine Ave. Chicago, Ill.	3-4	A Papago grandmother and child share the art of basket-weaving with new readers. Told with love and understanding. Color illustrations.	L(LSU)
Martin Luther King: The Peaceful Warrior Edward Clayton		The author, one of Dr. King's associates, writes of the Negro leader with impact and understanding.	
Sing a Tune Cooperative Recreation , Inc. Delaware, Ohio		Folk songs that have been sung in their own languages by people around the world.	

RECREATIONAL READING (2)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Buffalo Bill Ingri and Edgar D'Aulaire Doubleday and Co. 575 Madison Ave. New York, New York	3	Color illustrations inhance this presentation of a man who represents the action-packed days of the Old West.	
American Classics Simplified Robert J. Dixon Regents Pub. Co. 200 Fourth Ave. New York, New York	2-4	Ten American classics written in simple words; some of the titles include: The House of Seven Gables, Moby Dick, The Pathfinder.	
Dolch Pleasure Reading Series Edward W. Dolch Gerrard Press Campaign, Ill.	3-4	Contains Bible Stories, far East stories, Greek stories and others.	
Every Reader Series William Kottmeyer Webster Pub. Co. 1154 Reco Ave. Columbus, Ohio	4	Stories of Ben Hur, cases of Sherlock Holmes, The Count of Monte Cristo and others.	L(LSU)
Gandhi: Fighter Without a Sword Jeanette Eaton William Morrow & Co. 425 Fourth Ave. New York, New York	4	A graphic picture of Gandhi as a person.	L(LSU)
Lee, the Gallant General Jeanette Eaton William Morrow & Co. 425 Fourth Ave. New York, New York	3-4	Well illustrated book about a famous American.	L(LSU)
Out of the Wilderness Virginia S. Eifert Dodd, Mead & Co. 432 Fourth Ave. New York, New York	4	A picture of Abe Lincoln's struggle for learning against a background of poverty.	
George Washington Carver Samuel & Beryl Epstein Gerrard Pub. Co. Campaign, Ill.	3	A look at this famous scientist and teacher, simply written.	L(LSU)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Globe Readable Classics Globe Book Co. 175 Fifth Ave. New York, New York	4	Some titles include: The Connecticut Yankee, The Good Earth, David Copperfield, and Jane Eyre.	
Booker T. Washington Shirley Graham Gerrard Pub. Co. Campaign, Ill.	4-6	The story of this great man who managed to get an education and start a college for Negroes against difficult odds.	
Out of the Past John A. Hurst Mid-America Pub. Co.	5	Tales of Gold Fever, sailors, animal trainers, and others.	
Flight Overseas H.B. Lent Macmillan Co. 60 Fifth Ave. New York, New York	3-4	Planes that cross the oceans and the people who fly them.	L(LSU)
Coyote Tales William Morgan Haskell Institute Bureau of Indian Affairs Lawrence, Kansas	3	Subject matter is centered around Navaho folk tales.	
Show Biz People Maryland Literacy Council Montgomery County, Md.	4	Short stories about entertainers such as Ray Charles, Elvis Presley, Buffy Saint-Marie, Bob Dylan and others.	
Alaska Harvest Elsa Ponderson E.M. Hole Co. 1201 S. Hastingsway Eau Claire, Wis.	3-4	Presents an excellent picture of life in Alaska through the story of a young girl's experiences.	L(LSU)
Great American Negroes Ben Richardson Thomas F. Crowell 432 Fourth Ave. New York, New York		Stories of famous Negroes representing manny fields, acting, music, writing, doctors, sportsmen, and others.	
The Story of Albert Schweitzer Abelard-Schuman 275 Park Ave. South New York, New York 10010	4	The life story of Albert Schweitzer told with great warmth.	L(LSU)
Famous Spies Frank Surgo Lerner Publications Minneapolis, Minn.	6	Stories of 14 famous men and women spies; photographs	L(S)

RECREATIONAL READING (4)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Balboa, Finder of the Pacific Ronald Syme William Morrow and Co. 425 Fourth Ave. South New York, New York	4-6	Authentic, fast-paced account of the young Spanish explorer	L(LS
Columbus, Finder of the New World William Morrow & Co. 425 Fourth Ave. New York, New York	2-4	Encompasses the life of this famous man.	L(LS
Baseball - Most Valuable Players George Vecsey Random House 457 Madison Ave. New York, New York	4	Stories about 14 outstanding and experienced players who received the Most Valuable Player Award.	
Martin Luther King Willie Mae Watson New Readers Press Box 131 Syracuse, New York 13210	4-5	The story of Martin Luther King, Jr.'s life written in a compelling style.	
Scoreboard Ellen Wise Literacy Council of Montgomery County, Md.	4	Features outstanding sportsmen such as Bob Gibson, Arnold Palmer, Muhammand Ali, Vince Lombardi, Lew Alcindor.	
Daniel Boone, Taming the Wilds Katherine E. Wilkie Gerrard Press Campaign, Ill.	3-4	Covers the significant events in the life of this American pioneer.	L(LS

THE WORLD AND ITS PEOPLE

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Documents of Freedom Jack Ambramowitz Follett 1010 West Washington Chicago, Ill. 60607	6-8	A book on the three basic documents in the history of our country, the Constitution, Bill of Rights, and the Declaration of Independence.	L(S)
Government by the People Katie Baer New Readers Press Box 131 Syracuse, New York 13210	4-5	Discusses the Constitution, the 3 branches of government and the processes of government in action today.	
The People's Power (series) Katie Baer New Readers Press Box 131 Syracuse, New York 13210	3-4	A series of books on government and voting.	
Life in America Series Richard E. Banta Fideler Co. 31 Ottawa Ave. NW Grand Rapids, Michigan	4	Factual source material for adult and writer on New England, the northwest, southwest, Great Plains, west and south.	LSU
Life in South America Richard E. Banta Fideler Co. 31 Ottawa Ave. NW Grand Rapids, Michigan	4	The Southern part of our hemisphere is described in careful and clear detail.	LSU
Freedom Summer Sally Belfrage Fawcett Greenwich, Conn.		A moving story of a young volunteer in Mississippi	
Our United States Caroline Blakely New Readers Press Box 131 Syracuse, New York 13210	3-4	One-page accounts, illustrative of each of the 50 staes and territories: size, population, industry, history.	
The First Book of Indians Benjamin Brewster Franklin Watts, Inc. 699 Madison Ave. New York, New York	3-4	Ancient customs of best known American Indian tribes and a brief picture of Indians today.	LSU

THE WORLD AND ITS PEOPLE (2)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Americanization Help Book Angela Cass and Jeanette Rosenfled Noble and Noble 6 Irving Place New York, New York	4	Facts of history, government, and principles of democracy required for U.S. citizenship.	
We Came to America Francis Cavavoh Macrea Smith Co. 225 So. 15th St. Philadelphia, Pa.	4	Reminisenses of foreign citizens from many countries.	L(LSU)
A Guide to African History Basil Davidson Nelson Doubleday & Co. 575 Madison Ave. New Yerk, New York	6	Presents the history of a minority group and its growth and development in this country.	L(S)
The American People, Their History Since 1900 Henry C. Dethfoff Steck-Vaughn PO Box 2029 Austin, Texas 79767	7-8	A comprehensive survey of American History for the mature adult.	
Great Rulers of the African Past Lavinia Doble and William A. Brown Nelson Doubleday & Co. 575 Madison Ave. New York, New York	6	Stories of five great African men. Set in the 13th-17th centuries.	L(S)
The Unfinished March Drisko and Toppin Nelson Doubleday 575 Madison Ave. New York, New York		The history of Blacks in the United States, from Reconstruction to World War I.	L(S)
Federal Textbooks on Citizenship 1-3 Superintendent of Documents U.S. Government Printing Office Washington, DC	6-8	A series on textbooks on the history and government of our country to help an adult learn the rights and responsibilities of American Citizenship	
The Garners Become Citizens Book 1 and 2 U.S. Government Printing Office Washington, DC	3-4	Practical problems in becoming a citizen and how to meet them.	

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
They Served America Carol Hoff Steck-Vaughn PO Box 2029 Austin, Texas 79767	4-5	Biographical skethces about 27 men and women who helped make America great. Written in easy to read prose.	
The First Book of Negroes Langston Hughes Franklin Watts, Inc. 699 Madison Ave. New York, New York	3-4	Brief account of the American Negro showing racial background, history, and contributions to our nation.	LSU
World Geography Readers Eleanor M. Johnson Charles E. Merrill Education Center 1300 Alum Creek Dr. Columbus, Ohio	4	A set of 19 booklets designed to meet today's need for realistic geography reading material. Topics include: Australia, New Zeeland, North Africa , Hawaii, Canada, China, The Congo and others.	
Stories of Twenty-Three Famous Negro Americans John T. and Marcet King Steck-Vaughn PO Box 2029 Austin, Texas 79767	4-5	Stories for adults about such famous Negro Americans as Willie Mays, Louis Armstrong, Mahalia Jackson and others	
I Am One of These Kay Koschinick New Readers Press Box 131 Syracuse, New York 13210	3-4	Fifteen stories of Americans from a variety of ethnic backgrounds all experiencing problems in the U.S., and all working at overcoming them.	
Making Our World Safe Frank C. Laubach New Readers Press Box 131 Syracuse, New York 13210	2-3	The story of everybody's part in making the world of nations safe.	
Worth Fighting For Agnes McCarthy Nelson Doubleday & Co. 575 Madison Ave. New York, New York	5	A history of Blacks in the U.S. during the Civil War and Reconstruction.	
Telling Tommy About Our Good Neighbors Paul Pim Cupples-Leon 200 Fifth Ave. New York, New York	4	One page articles and illustrations for each "neighbor" -- South American and three others in the series.	LSU

OUR WORLD AND ITS PEOPLE (4)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Our World is Small Walt Powell New Readers Press Box 131 Syracuse, New York 13210	2-3	A picture book with one-line captions, emphasizing the need for understanding people of other cultures.	
About Our Flag Elinor Rees Melmont Pub. Inc. 310 S. Racine Ave. Chicago, Ill.	3	Uses of our flag, how to hang the flag, and years in which states were admitted into the union.	
Short Histories of Famous Men In History James J. Reynolds Noble & Noble 750 Third St. New York, New York	5	Short stories of the lives of famous men from the days of Alexander the Great to General MacArthur and General Eisenhower	L(S)
Claiming a Right Muriel Ringstad New Readers Press Box 131 Syracuse, New York	3-4	Short biographies of 24 outstanding Indians from Colonial times to the turn of the 19th century.	
African Scenes and Symbols Helen M. Roberts Day Star Pub. Co. Bulawayu, Rhodesia		Contains photographs and writing of some of the sights and scenes of everyday life in Rhodesia.	
Know Your World George E. Ross E.P. Dutton & Co., Inc. 201 Park Ave. South New York, New York	4	Simple maps brief facts about continents, nations, populations, dependencies, language, religion, money	
Passage to America Katherine Shippen Harper & Bros. 49 E. 33rd St. New York, New York	3-4	A historical view of migrations to America	(LSU)
Good Manners in the United States New Readers Press Box 131 Syracuse, New York 13210	4	Helps the adult reader to understand American customs	

OUR WORLD AND ITS PEOPLE (5)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
My Country, the U.S.A. E. Smith and F. Lutz Steck-Vaughn PO Box 2029 Austin, Texas 79767	3-4	Discusses citizenship, elections, congress and other functions of government	
Four Took Freedom Sterling and Logan Nelson Doubleday & Co. 575 Madison Ave. New York, New York	7	Biographies of important Black people in old America	
Lift Every Voice Sterling and Quarles Nelson Doubleday & Co. 575 Madison Ave. New York, New York	5	Stories of four great leaders of our nation who helped to guide the nation from the end of Reconstruction to the present.	L(S)
The Business of Our Government Superintendent of Documents US Gov't. Printing Office Washington, D.C.	4	The powers and duties of the President, the Congress, the Cabinet and others.	
Rights of the People Superintendent of Documents U.S. Gov't. Printing Office Washington, D.C.	4	Discusses various aspects of citizenship rights and powers under U.S. laws.	
The Phillipines (one of a series) Regina Tor Coward-McMann 200 Madison Ave. New York, New York	4	Centered around a look at family life.	(LSU
We Honor Them Volumes 1-3 Willie Mae Watson New Readers Press Box 131 Syracuse, New York 13210	4-5	Features short stories about outstanding American Negroes	
Blacks in Time Douglas Week New Readers Press Box 131 Syracuse, New York 13210	4-5	Pictures the Black man's life in America to the end of the Civil War	

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
How Sickness Travels Mary Best Haskell Institute Bureau of Indian Affairs Lawrence, Kansas	4	Discusses the necessity for cleanliness and careful food preparation.	
First Aid Textbook for Juniors U.S. Blakiston American National Red Cross 17th & D. Sts. Washington, D.C.	4	Standard text giving instructions for first aid.	L(LSU)
Can You Give First Aid? Francis M. Bontrager New Readers Press PO Box 131 Syracuse, New York 13210	3-4	Chapters discuss what to do before the doctor comes, the First Aid Box, bleeding, shock, broken bones, burns, bites, and poisons.	
Signs Ann Clark Haskell Institue Bureau of Indian Affairs Lawrence, Kansas	2-3	Very practical: highway signs, illustrations, safety signs, labels on bottles, etc.	L(LSU)
The True Book of Money Benjamin Elken		An introduction to economics	
First Aid Haskell Institute Bureau of Indian Affairs Lawrence, Kansas	2-3	Valuable "what-to-do" information, illustrated	L(LSU)
Let's Look Under the City Herman Schneider & Nina Schneider William R. Scott, Inc. 8 West 13th St. New York, New York	4	How the city supplies water, electricity, gas, telephones, and takes care of waste disposal.	L(LSU)
The Police and Us Nicholas Titus New Readers Press Box 131 Syracuse, New York	3-4	Format is a conversation between two citizens and a police officer. Crimes and legal terms are discussed.	

COMMUNITY (2)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Trouble and the Police Nicholas Titus and Negash Gebrematiam New Readers Press Box 131 Syracuse, New York 13210	4	Explains traffic laws, how to call a policeman, how arrests are made, and the duties of a policeman.	
A Social Security Card for You U.S. Government Printing Office Washington, D.C.		How to get a Social Security card, how to use it, how Social Security may help you.	
We Learn About the Telephone American Telephone & Telegraph Company		Pamphlet - aimed at teaching the use of the telephone, and something of the history of the science of communication.	

SCIENCE

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Break-Throughs in Science Isaac Asimov E.M. Hale & Co. 1201 S. Hastingsway Eau Claire, Wis.	4	Describes 26 achievements in the time from Archimedes to Goddard	
Satellites in Outer Space Isaac Asimov E.M. Hale & Co. 1201 S. Hastingsway Eau Claire, Wis.	4	An account of man-made satellites from Sputnik to Project Appolo.	
Insect Engineers Ruth Bartlett William Morrow & Co. 425 Park Ave. S. New York, New York	4-6	The story of ants.	
Experiments with Light Beeler, Franklin	5	Describes experiments on the nature of light that a student can do himself.	L(LSU)
The Sun, Our Nearest Star Franklin Branley Thomas Crowell & Co. 432 Park Ave. S. New York, New York	1-3	Tells why we need the sun and gives simple information about the sun as a star.	L(LSU)
Seeds are Wonderful Willene K. Foster Melmont Press 310 S. Racine Ave. Chicago, Ill.	2-3	Describes the growth of seeds; suggested experiments given.	L(LSU)
Exploring the Planets Roy Gallant Garden City Books 575 Madison Ave. New York, New York	5	An introduction to astronomy; detailed descriptions of the planets.	L(LSU)
Exploring the Universe Roy Gallant Garden City Books 575 Madison Ave. New York, New York	5	Introduces past and present ideas about the universe.	L(LSU)

SCIENCE (2)

Author and Title	Reading Level	Annotation and Physical Format	Source
About Our Weather Gertrude Gibson and Robert Totten Melmont Pub. 130 S. Racine Ave. Chicago, Ill.	2-3	Explains the wind, clouds, rain, thunder and lightning; offers interesting facts to adult readers.	L(LSU)
What is Water? Adaline Hozsman Benefic Press 1900 N. Narragansett St. Chicago, Ill.	4-6	Tells how water behaves, what it has to do with weather, and how it can be saved.	L(LSU)
Our Changing Earth Gertrude Whipple Preston E. James Macmillan Co. 60 Fifth Ave. New York, New York	4	A book with color illustrations, showing how our earth is constantly changing.	L(LSU)
Our Earth Gertrude Whipple Preston E. James Macmillan Press 60 Fifth Ave. New York, New York	4	Articles about mountains, plains, hilly lands, lakes, and seas.	L(LSU)
Magnets and How to Use Them Joseph Levine & Tillie Pine Whittlesey House 330 West 42nd St. New York, New York	3	Experiments to show how magnets work -- also tells how to make a magnet, an electro-magnet, and a compass.	L(LSU)
What is Light? Theodore Munch Benefic Press 1900 N. Narragansett St. Chicago, Ill.	4-6	Where light comes from, how it behaves, how its energy may be used.	
About Atomic Power for People Edward and Ruth Radlauer Melmont Pub. 310 S. Racine Ave. Chicago, Ill.	4	Facts contributed by people in the atomic energy field; photographic illustrations	L(LSU)
Readers Digest Science Readers Education Dep't, Readers Digest Pleasantville, New York	3-6	Contains readings in basic science for adults.	L(LSU)

SCIENCE (3)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Plants in the City Herman Schnalder Nina Schnalder John Day Co., Inc. 200 Madison Ave. New York, New York	4	How plants feed themselves, how and where to grow plants. Suggests learning experiments.	L(LSU)
Seeds and More Seeds Millicent Selsam Harper & Bros. 49 E. 33rd St. New York, New York	2	Tells how seeds are grown and become plants.	
About Caves Terry Shannon Melmont Pub. 310 S. Racine Ave. Chicago, Ill.	4	Tells about caves and what they are.	L(LSU)
Man In Space Marvin L. Stone Nelson Doubleday, Inc. 575 Madison Ave. New York, New York		Tells how astronauts get to the moon and back again.	L(LSU)

REFERENCE BOOKS AND TEACHING AIDS FOR TUTORS

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Adult Reading Improvement: Guide to the Literature of Adult Services	All books and Aids in this section are adult-level, above 5th grade	A selected list of published materials for the use of librarians and adult educators interested in reading improvement for adults.	EBRPL
An Experiment in Education with Laubach Literacy Films D.W. Allen New Readers Press Box 131 Syracuse, New York 13210		A research report on the use of Laubach Literacy films in teaching inmates of the Ohio State Reformatory. Space is given to "the individual and his background", methods used in the project, and supplementary reading. The basic material used was Streamlined English.	
Language Learning Activities for the Disabled Child Carl Bereiter and Sigfried Engelman Prentice-Hall, Inc. Englewood Cliffs, New Jersey		A booklet that contains a number of gamelike activities that are designed to get all children to participate and learn. The activities are based on careful observation of the most common and serious language problems of disadvantaged children.	
Handbook for Literacy Missions Mildred Blankenship Home Mission Board Southern Baptist Convention Atlanta, Georgia		Provides guidelines for beginning and implementing a ministry to non-reading adults and to non-English-speaking adults.	
Reading Difficulties- Their Diagnosis and Correction Guy L. Bord and Miles A. Tinker Meredith Publishing Co. New York, N.Y.		Presents diagrams and charts used in diagnosing reading difficulties. Bibliography included.	
Graded Materials for Teaching Adult Illiterates Robert L. Bornes New Readers Press Box 131 Syracuse, New York 13210		A classified and annotated list of materials for teaching adults from beginning level through 8th grade.	
Handbook for Volunteer Reading Aides. Norma Brookhart Lutheran Church Women 2900 Queen Lane Philadelphia, Pa. 19129		The purpose of this handbook is to reinforce and expand the knowledge gained by the volunteer reading aide in initial training sessions. Bibliography	

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Adult Elementary Education: Teaching Methods and Practices Noble & Noble 67 Irving Place New York, 3 New York		A useful reference text containing materials and methods for use in adult education.	
Basic Education for Adults Angela Cass Noble & Noble 67 Irving Place New York, N.Y.		A beginning text for teaching	EBRPL
Handbook of Adult Education in the United States Angela Cass Noble & Noble 67 Irving Place New York, N.Y.		Outlines nature and scope of ' fundamental literacy education	
LEADER Ruth Colvin, Literacy Volunteers of America, Inc. Follett 1010 West Washington Chicago, Ill. 60607		The purpose of this book is to share with concerned citizens the procedures and plans that have been found workable for organizing volunteers to help solve the literacy problem.	
READ Ruth Colvin, Literacy Volunteers of America, Inc. Follett 1010 West Washington Chicago, Ill. 60607		READ (Reading Evaluation - Adult Diagnosis) has been developed to provide the information needed by teachers who are concerned with reading instruction for adults and for other students who need materials more mature than are provided for testing children.	
TUTOR Ruth Colvin, Literacy Volunteers of America, Inc. Follett 1010 West Washington Chicago, Ill. 60607		This book is addressed primarily to those who have had no technical training in the teaching of basic reading. Volunteers and professional teachers can find the information needed to provide basic reading instruction.	
Community Services Directory Planning Council Capital Area United Givers PO Box 3249 Baton Rouge, La. 70821		A listing of social and related services with a description of agency services offerred and eligibility qualifications	

REFERENCE BOOKS AND TEACHING AIDS FOR TUTORS (3)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Consumer Involvement in Rehabilitation U.S. Dep't. of HE&W Washington, D.C. 20201		One of a series of five papers prepared for delegates to the National Citizens Conference on the Disabled and Disadvantaged held in Washington, June, 1969.	
Literacy U.S.A. Richard W. Cortwright New Readers Press Box 131 Syracuse, New York 13210		A "how-to" book, prepared for workers in volunteer literacy programs in the United States.	
Locating and Correcting Reading Difficulties Eldon E. Ekwall Charles & Merrill Ed. Cntr. 1300 Alum Creek Dr. Columbus, Ohio		Gives teachers concrete methods of teaching reading and correcting reading difficulties. Designed to help in developmental, corrective and remedial situations	
Teacher Aides Jack Fewer University Extension University of Wisconsin		Prepared to assist administrators deal effectively with the utilization of para-professionals in education.	
Basic Helps for Teaching English as a Second Language Betty J. Frey Palo Verde Pub. Co. Tucson, Arizona		Describes teaching procedures and materials developed and used successfully with non-English speaking students as well as with native English speakers whose reading skills were poor or who spoke a sub standard variant of the language.	
On Their Own in Reading William S. Gray Scott Foreman Pub.		Discusses how to give children independence in analyzing new words.	L(S)
How to Take the Fog Out of Your Writing Robert Gunning New Readers Press Box 131 Syracuse, New York 13210		A pocket-sized guide listing 25 common faults of writers and 25 cures for them.	
Serendipity J. Wallace Hamilton Fleming H. Revell Co. Old Tappan, New Jersey		This book has to do with the process of indirection in the higher levels of mind and spirit. -- valuable and agreeable gifts that come to one unexpectedly.	

REFERENCE BOOKS AND TEACHING AIDS FOR TUTORS (4)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Learning to Read and Write Ellen C. Henderson Harper Bros. 49 East 33rd St. New York, N.Y.		Emphasizes relation between sounds and their written forms.	
About the Poor Elizabeth Herzog Children's Bureau Dep't. of HE&W Wasington, D.C.		Designed to foster understanding of problems that create a need for social services -- deals with the problems and with the people who are burdened with them.	
Journal of Reading Behavior Vol 1-5, 1972-73 National Reading Conference Appalachian State University Boone, N.C. 28608		Descriptive of reading behaviors	
The Modern Practice of Adult Education Malcolm & Knowles New Readers Press Box 131 Syracuse, New York 13210		A text for students of adult education and a basic guide for administrators, program planners, trainers and teachers. Lesson plans included make it possible for relatively inexperienced teachers to use the program with confidence.	
Teacher Orientation Handbook James Laffey Phyllis Perkins National Reading Center		In cludes an overview of a volunteer tutoring program used with or apart from the classroom teacher.	
Forty Years with the Silent Billion Frank C. Laubach New Readers Press Box 131 Syracuse, New York 13210		Autobiograpy of Frank C. Laubach -- his adventure in literacy work from 1930-1970.	
How To Teach One and Win One for Christ Frank C. Laubach New Readers Press Box 131 Syracuse, New York 13210		A vision that could revolutionize the world and the challenge of what still waits to be done.	
The New Streamlined English Series Teacher's Manuals for Skill Books 1-5 Laubach New Readers Press BOX 131 Syracuse, New York 13210		Complete and detailed instructions for teaching the Laubach Skill Books.	

REFERENCE BOOKS AND TEACHING AIDS FOR TUTORS (4)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Learning to Read and Write Ellen C. Henderson Harper Bros. 49 East 33rd St. New York, N.Y.		Emphasizes relation between sounds and their written forms.	
About the Poor Elizabeth Herzog Children's Bureau Dep't. of HE&W Wasington, D.C.		Designed to foster understanding of problems that create a need for social services -- deals with the problems and with the people who are burdened with them.	
Journal of Reading Behavior Vol 1-5, 1972-73 National Reading Conference Appalachian State University Boone, N.C. 28608		Descriptive of reading behavior.	
The Modern Practice of Adult Education Malcolm & Knowles New Readers Press Box 131 Syracuse, New York 13210		A text for students of adult education and a basic guide for administrators, program planners, trainers and teachers. Lesson plans included make it possible for relatively inexperienced teachers to use the program with confidence.	
Teacher Orientation Handbook James Laffey Phyllis Perkins National Reading Center		In cludes an overview of a volunteer tutoring program used with or apart from the classroom teacher.	
Forty Years with the Silent Billion Frank C. Laubach New Readers Press Box 131 Syracuse, New York 13210		Autobiograpy of Frank C. Laubach -- his adventure in literacy work from 1930-1970.	
How To Teach One and Win One for Christ Frank C. Laubach New Readers Press Box 131 Syracuse, New York 3210		A vision that could revolutionize the world and the challenge of what still waits to be done.	
The New Streamlined English Series Teacher's Manuals for Skill Books 1-5 Laubach New Readers Press BOX 131 Syracuse, New York 13210		Complete and detailed instructions for teaching the Laubach Skill Books.	

REFERENCE BOOKS AND TEACHING AIDS FOR TUTORS (5)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Reaching the Silent Billion Frank C. Laubach New Readers Press Box 131 Syracuse, New York 13210		A well-organized survey of how literacy has been used to lift the underprivileged through Laubach Each-One-Teach-One programs throughout the world.	
Toward World Literacy Frank C. Laubach and Robert C. Laubach New Readers Press Box 131 Syracuse, New York 13210		Explains the famous Laubach Each-One-Teach-One method, used world-wide in literacy programs since 1930. Also gives techniques for the preparation of materials for new adult readers.	
Primer for Parents Paul McKee Houghton-Mifflin Co 110 Tremont St. Boston, Mass. 02107		Presents recent new modifications in teaching procedures and gives the parent the background he needs to discuss them understandingly with his children.	
IRA Reading Aids Series Charles T. Mangum, editor International Reading Assoc. Newark, Delaware 19711		These publications provide a forum for a wide spectrum of opinion on reading. A variety of titles.	
Apostle to the Illiterates David S. Mason New Readers Press Box 131 Syracuse, New York 13210		Chapters in the life of Frank Laubach compiled from original material. Book provides good source for people wishing to prepare papers on literacy.	
Frank Laubach, Teacher of Millions David S. Mason New Readers Press Box 131 Syracuse, New York 13210		Complete biography of Dr. Frank Laubach, profusely illustrated and indexed for quick reference.	
Writing Our Language Teacher's Edition Marion Monroe Scott Foreman & Co. 8 West 13th St. New York, N.Y.		Designed to help the student develop specific skills that culminate in written communication.	
Teaching Adults to Read Wayne Olto Doubleday 575 Madison Ave. New York, N.Y.		A guide to the selection of materials, methods and ideas for adult education.	KBRPL

REFERENCE BOOKS AND TEACHING AIDS FOR TUTORS (6)

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Steps to Learning Editorial staff of Steck-Vaughn	1-3	These 2 books teach beginning reading, writing, and number study.	
Guidelines to Teaching Remedial Reading to the Disadvantaged Lillie Pope Book Lab, Inc. 1449 37th St. Brooklyn, New York		A manual for tutors dealing with specific techniques for teaching reading. Good section on tutor-made materials.	
Tutor's Handbook Edward L. Robbins National Reading Center 1776 Massachusetts Ave. Washington, D.C.		Discusses general principles of tutoring; covers major areas of reading skills; reading skills checklist included.	
Champion of the Silent Billion Helen Roberts Macalister Park Pub. Co. Saint Paul, Minn.		A biography on the life of Frank Laubach. Chapters tell of his writing and travels.	
The Language Ladder Richard W. Sampson E.P. Dutton & Co. 20 Park Ave. South New York, N.Y. 10010		Consists largely of word exercises which help to create a better understanding of words in English.	
Developing Communication Skills - A Guide for the Classroom Teacher Louise B. Scott Webster Division McGraw-Hill Book Co. 330 W. 42nd St. New York, N.Y.		An examination of those skills which are essential for effective reading and writing.	
Books for New Readers Jeanette Smith New Readers Press Box 131 Syracuse, New York 13210		A bibliography of materials suitable for adult new readers. Materials divided according to reading level.	
Reading and Remedial Reading A.E. Tansley Humanities 303 Park Ave. New York, N.Y. 10010		Stresses primarily the methods and techniques of teaching children with reading difficulties. Contains chapter on teaching beginning phonics.	
Literacy Instruction Mary Wallace Follett 1010 West Washington St. Chicago, Ill. 60607			

Other Teaching Aids used by Operation Upgrade Tutors

Advertisements

Applications for jobs, housing, licenses, welfare

Bible, Bible stories

Catalogs (merchandise)

Children's Textbooks (to be read to children)

Cookbooks

Coupons - commonly found in newspapers and magazines

Driver's Manual from the State Department of Motor Vehicles

Income Tax forms

Insurance policies

Labels, warranties, etc., on clothing, appliances

Letters, personal and business, as student needs require

Magazines -- popular magazines; choices dictated by student interests

Menus -- obtained from local restaurants

Newspapers -- News for You (A & B editions), New Readers Press, Box 131, Syracuse, New York; Operation Upgrade Student Newsletter, local dailies

Paperbacks -- books, Readers Digest & others

Schedules - Bus, football, movies, TV

Signs - common signs seen everyday in the community

ADDITIONAL PRACTICAL GUIDES FOR DAILY LIVING

Author and Title Suggested Supplier	Reading Level	Annotation and Physical Format	Source
Be Informed Series Study Units for Adults and Teenagers New Readers Press Box 131 Syracuse, New York 13210	3.4 to 5.0	Presents vital information in an interesting, easily understood form at a low reading level. Titles include: Buying an Automobile Personal Credit Renting a House Buying a House Finding a Job Reading Your Newspaper Banking	
Caution: Driving Ahead Alfred R. Stone Steck-Vaughn PO Box 2029 Austin, Texas	9-12	A Driver-Education textbook designed to develop driving skills and good attitudes toward safety. Numerous colorful illustrations, diagrams, cartoons.	
Health for Happiness R.F. Whaley Steck-Vaughn PO Box 2029 Austin, Texas	5-6	Presents vitally important information about everyday health problems and points out ways in which these problems can be solved. Illustrated	

operation

upgrade

of Baton Rouge

A Capital Area United Giver's Agency

WHAT IS IT?

Operation Upgrade is a program of reaching and teaching adult illiterates in the Greater Baton Rouge Area. Volunteers, trained in the Laubach Method, hold free classes in neighborhood locations for adults who want to learn to read and write.

East Baton Rouge Parish has excellent facilities for adult basic education. Upgrade supplements the public program by teaching non-readers and helping them build the self-confidence they need to take advantage of Adult Education. The one-to-one tutoring also shortens the time required for a student to reach the GED level.

WHY BOTHER?

In East Baton Rouge Parish, a minimum of 4,000 people are totally illiterate---they cannot find a number in the telephone book, they cannot read or write simple messages or read grocery or medicine labels. At least 14,000 more are functionally illiterate, reading on lower than a sixth grade level.

Children of illiterates drop out of school much earlier and at a higher rate than others, thus perpetuating illiteracy and poverty.

Many are on welfare with no hope of ever becoming self-supporting.

These non-readers cannot exercise citizenship responsibilities adequately.

The increasingly technical nature of most jobs in our economy demands the basic skills of reading and writing.

Nationally 38% of men drafted are rejected because of functional illiteracy; in Louisiana, the rate is 50%. And Louisiana ranks 50th on the literacy ladder.

Industry and capital are discouraged from entering an area with a high level of illiteracy.

WHAT METHOD?

The Laubach Method was developed over 40 years ago by Dr. Frank Laubach while he was a missionary in the Philippines. It has proven highly successful world-wide in 312 languages.

Phonetics and picture-word association, hand-in-hand with the "each one teach one" approach give the student self-confidence in his ability to learn.

Lesson guides are furnished with the materials every step of the way. Training workshops provide background and techniques needed to successfully conduct a class. Any literate adult can learn to teach a non-reader.

Classes meet twice a week for 1½ hours each time.

Attractive Laubach materials, prepared for adults, will take a student to a sixth grade reading level. Graduates of Upgrade are encouraged to continue their studies with the adult education program offered by the parish. Students may attend classes in both programs simultaneously.

WHERE DID IT START?

The first sessions to train volunteer literacy teachers were led by members of a similar literacy group, Operation Upgrade of New Orleans, in 1966. Church Women United of Baton Rouge provided sponsorship of the training sessions and initial organization of the program.

WHAT METHOD?

The Laubach Method was developed over 40 years ago by Dr. Frank Laubach while he was a missionary in the Philippines. It has proven highly successful world-wide in 312 languages.

Phonetics and picture-word association, hand-in-hand with the "each one teach one" approach give the student self-confidence in his ability to learn.

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Since its incorporation in 1966, Operation Upgrade of Baton Rouge has functioned as an independent, community-wide organization. Each year more than one-hundred students benefit from the program. The waiting list is always long because of a lack of a sufficient number of volunteer tutors.

WHO PAYS FOR IT?

Volunteer tutors must pay a minimal fee for workshop materials which are produced locally. Materials needed for tutoring are supplied.

Right To Read

Students pay nothing for books as long as the Right to Read Grant is in effect. However, no student is ever turned away for lack of funds. Students pay nothing for the services of the teacher, the meeting place or the operating expenses.

Capital Area United Givers

Community---operating expenses, expenses of the Director, office supplies and postage are met by voluntary contributions and an allocation from the Capital Area United Givers. Neither tutors nor students are ever paid.

Memberships

Operation Upgrade is a private nonprofit corporation that welcomes financial support from individuals, groups and foundations. We receive no state funds.

Contributions are welcome and are tax exempt.

Memberships--Individuals:

Associate Member	$ 5.00
Contributing Member	$10.00
Sponsor	$15.00
Sustaining Member	$25.00

Businesses, church groups, organizations, clubs:

In-Kind contributions are also welcome because there is a constant need for teaching aids, office supplies, books, magazines, etc.

WILL YOU HELP?

by spreading the word to persons who need help with the basic skills of reading and writing?

by being a volunteer willing to take 12 hours of training to teach?

by becoming a financial contributor?

by selling others in the community on this combination of ideals and actions?

For more details--

Call 926-3189

Address: 2928 College Drive
Baton Rouge, La. 70808

One-to-one tutoring gives confidence to the student and allows him to progress as fast as his abilities will permit which results in the advancement of more than one grade level per year.

With the cooperation of the Board of Directors of Operation Upgrade, the East Baton Rouge Parish School Board, Capital Area United Givers Right to Read and other community Agencies, 600 adults have been identified who are over 16 years old, and read not at all or on such a low level that they cannot be classified as literate. Over one hundred of these are waiting for Upgrade tutors; over three hundred have been tutored in reading skills on a one-to-one basis by Upgrade tutors over the past two years.

Tutor trainees attend about 12 hours of training. Any literate person can learn to teach.

PERSONAL DATA FOR LITERACY WORKSHOP PARTICIPANTS

Operation Upgrade of Baton Rouge, Inc.
1-B

Date_____ Location_____

General:

Name_____ Spouse's first name_____

Address_____ Zip

Telephone Numbers_____ Home_____ Work_____

Sex_____ Ethnic Group_____ Birthdate_____

Native Lauguage_____ Also Fluent in_____

Education: Check educational level (s) completed

Grade School_____ BA_____ Major field of Discipline__

M.Ed._____

_____ High School___ MA_____ Further studies_____

MS_____ Teacher's Yes___

GED_____ Ph.D. or other_____ AA_____ Certificate: No___

Reading Courses: None_____ 1-2_____ 3-4_____ More than 4_____

Experience:

Occupation: Present_____ Past_____

Teaching Experience (Number of years)_____

Volunteer Experience (List organizations by name)_____

_____

Skills and Experiences Pertinent to literacy work:

Typing_____ Bookkeeping_____ Newspaper work_____ ___

Radio_____ TV_____ Public Speaking_____ ___

Other_____

I learned about this Program from _____

I learned about this workshop from_____

My purpose in attending this workshop is to _____

Learn to teach non-readers_____ gain experience to carry back to another group_____ Expand my own realmsof knowedge_____

HOMEWORK ASSIGNMENTS FOR UPGRADE WORKSHOP*

(I) Make notations on the Evaluation Sheet (back pocket of tutor's kit) after each workshop session in appropriate space.

(2) Make an outline of lesson_____ in Skill Book I.

(3) Read pages_____ to_____in NSE Teacher's Manual.

(4) Practice lower case and capital alphabet using pages 26, 27 of Teacher's Manual or sample manuscript sheet (back pocket of Tutor's Kit)

(5) Make ten flash cards (choose common, short words) from index cards or cut up typing paper. These will be judged for neatness of letters, size, etc. They should be easy for a new student to read.

(6) Work through a language experience exercise. Details will be given during workshop. The kinds of student exercises to be done are:

(7) Make a two-part lesson plan for your "student". Detailed helps are on pages 30-35 of the Tutor's Kit.

(8) Work through the "bill" assignment. Handout will be given.

(9) Anticipate some problems you might cope with on the "Characteristics of Undereducated Adults" sheet. Handout will be given.

(I0) Other reading assignments:

(II) Other assignments:

* Note to workshoppers: If you haven't completed these assignments by the end of the workshop, please turn them in, or mail them to the Upgrade Reading Center, 2928 College, Baton Rouge, 70808, within a week. These are an important requirement for your certification as a Laubach Literacy Tutor; also they give the workshop leaders an opportnity to assess their communication, teaching skills.

CHARACTERISTICS OF UNDEREDUCATED ADULTS

The following characteristics can be found in most adults who are in need of basic education. These characteristics have direct bearing on the attitudes and actions of tutors.

As you read through this list, please make notes under each characteristic as to the implications you think it would have for your tutoring--what might you do if your student displayed any of these characteristics?

1. Lack of self Confidence

2. Fear of School

3. Living in Conditions of Economic Poverty--poor nutrition, poor vision or hearing, transportation problems

4. Probably Below Average in Scholastic Aptitude--possibly bright but very little academic learning

5. Culturally Deprived--may not know how to use libraries, museums, etc.

6. Values, Attitudes and Goals Differing from Upper and Middle Class Norms

7. Weak Motivation; life history of failure

8. Unusually Sensitive to Non-verbal Forms of Communication

9. Feeling of Helplessness--forgetting, inability to start or continue work alone

10. "Live for Today" Philosophy

11. Hostility Toward Authority

12. Reticence; difficulty in expressing feelings

13. Need for Status

14. Tendency to Lose Interest if concrete results cannot be seen quickly.

South Central Bell

383-9011

[redacted] [redacted] [redacted]
20[redacted] CEDARDALE AV
BATON RU LA 70808

YOUR ACCOUNT NUMBER
504 343 86[redacted]
RES 313
DATE OF BILL SERVING CITY JUL 26 1974
BATON RU 340

	AMOUNT
BALANCE PAST DUE FROM LAST BILL	32 15
LOCAL SERVICE FOR ONE MONTH	9 50
LONG DISTANCE CALLS EXCLUDING TAX	10 20
TOTAL TAX [illegible] USED 1 58	1 58
TOTAL	53 43

CURRENT CHARGES ARE DUE BY AUG 13

LIST OF CALLS

SEE REVERSE FOR EXPLANATION OF CODES APPEARING IN THE T & C COLUMNS

DATE	PLACE CALLED		TELEPHONE NUMBER	T/C	AMOUNT
	CHARGES FOR 343 8683				
711	LOCKPORT	LA	532 2582	AD	52
711	LOCKPORT	LA	532 5408	AD	52
712	LOCKPORT	LA	532 5408	AD	52
712	LOCKPORT	LA	532 5408	AD	52
712	SHREVEPORT	LA	318 746 8410	AE	100
712	FM CLINTON	LA	504 683 9987	4K	85
714	LOCKPORT	LA	532 5408	AD	52
717	BOULDER CY	NEV	702 293 2304	AE	575
DATE	8 13 8 20 8 26		1102 TOTAL INCL TAX	82 TAX	1020 TOTAL DAILY $

MINI-LESSON ON BILLS

Note to tutors: Adults who read very little or not at all find themselves coping with bills, perhaps not too successfully, and may need help from someone else. Tutors can render a valuable service by assisting students with this everyday reading situation. Here are some guidelines to help you help a student. You may use bills your student brings to class or the copies attached to this sheet.

1. Are there any illustrations or logos which will help the student to recognize this bill?

2. What words would have to be taught as sight words--are there some which are common to all bills, are there some which are pertinent to this bill?

3. What could you rewrite into simpler terms?

4. Are there any concepts or definitions you might need to review?

5. Are there any abbreviations to teach?

6. What knowledge of math would the recipient need to know to check out the accuracy of the bill?

Marjorie Whalen
Operation Upgrade
of Baton Rouge, Inc.

TO THE NEW TUTOR

You are ready to begin an experience which can be exciting, rewarding, frustrating, disappointing, challenging or gratifying — or all these things together. You are important to your student — his hope and his example. He usually comes full of doubts and fears. You have one lesson to put him at ease and make him want to come again — the first lesson. We count on you to take this new responsibility very seriously. You are important also to Laubach Literacy. You are our only link to the student, and we depend upon you to keep lessons going and to keep some records.

PROCEDURE

1. Make contact This is the tutor's responsibility after you have been given a student's name. Please do this immediately. If, for any reason, you cannot make contact within one week, please call the Tutor Supervisor.

2. Set a date for the first lesson— far enough in advance to allow time for securing student's books.

3. The student's books can be checked out on forms from the Upgrade office.

4. Have your first lesson.

5. Begin keeping the Attendance Record and observing for the Informal Reading Inventory. It is best to mark the attendance in student's presence and tell him this record is sent in each month.

6. Call the Tutor-Supervisor and report that the first lesson took place. This is important as records are not begun until this call is made.

7. At the end of each calendar month send in the Attendance Record sheet and a new one will be sent to you. Upon completion of Skill Book 1, complete the Informal Reading Inventory and send it in.

8. Any time tutoring stops — even temporarily — report to the Tutor Supervisor. For any interruption of tutoring of more than two weeks, a substitute tutor should be considered.

9. The record of your tutoring hours is needed when applying for Senior Literacy Tutor certification.

10. If you have problems or wish to discuss your tutoring (or share the joys)
    a. Come to the Get-together (watch the Newsletter for time and place).
    or b. Call any one of the Trainers (phone numbers on Tutor-Trainer list in workshop kit).

11. The Tutor-Supervisor is: _____ Phone: _____

One very good idea is to keep a Prescription Sheet on each student when you first begin with him. Keep a running record for yourself of each lesson. Note all your observations, things needing review, special areas where extra work is needed, any extra subjects covered by you, also ideas tried, with your evaluation. This could be invaluable information if, for any reason, you have to give up your student. GOOD LUCK AND HAPPY TUTORING!!

Handout given when we talk about sending in monthly reports

MINI-LESSON #1

Tutors! Looking for something new to add to your lesson planning? Perhaps a "10 minute newspaper lesson" will add a little spice when interest begins to lag in the Skill Book. Clip a human interest headline from the newspaper. Tape it to a sheet of paper and jot down a few questions you can ask your student. Keep your newspaper lessons in a notebook and watch your student's "newspaper vocabulary" grow from week to week! Here are some samples for you.

Skill Book 1 level

Today Will Be Sunny; Monday to Be Warmer

1. Tutor reads headline to student. (Briefly explain what a headline is.)

2. Tutor says, "Point to and read the word beginning with the sound /s/" (Tutor can re-read headline, exaggerating initial consonant sounds.) Continue with /m/ and /w/.

3. Tutor asks, "Does the capital "W" look the same as the one in your Skill Book?" Continue with other capital letters.

4. Tutor says, "Find the word will and spell it outloud. Find the word to and spell it outloud."

5. Tutor can make flash cards for Monday and today. Review briefly each class session until student knows "on sight".

Skill Book 2 level

Drugs Found in WBR Club Raid

1. Tutor reads headline to student.

2. Tutor says, "Pick out a word which begins with 2 consonants." (club or drug) Tutor could then say several words with that same consonant blend and ask student to LISTEN to the beginning sound (club, cloud, clip, clown, clothes, etc.)

3. Tutor asks, "What is the vowel sound in drugs? club? Why does the u have the short sound?

4. Tutor could use flash cards for developing phonics-in-pattern with /ug/ and /ub/.

side 1	side 2	side 1	side 2
drug	drug bug tug rub	club	club rub cub sub

5. Explain what abbreviations are. Teach abbreviation for BR, EBR, WBR. Note that in headlines, the periods are often omitted.

6. Tutor could bring in map for visual aid.

Skill Book 3 level

1. Tutor asks student to read headline.

2. Tutor asks these questions:
Which two words have endings? What is the sound of the ed in killed? Pick out two words with long vowel sounds. Why is the vowel long in each word? How many syllables are in accidents? How do you divide the word into syllables? Pick out a compound word. (Tutor may need to first explain a compound word.)

3. Tutor can make up phonics-in-pattern flash cards.

accident	kill	weekend
bent	will	send
lent	hill	bend
sent	sill	mend

4. Tutor should ask student to put each phonics-in-pattern word in an oral sentence to check for comprehension of the vocabulary word, especially with words like mend.

New Readers News

Student Newsletter September - October, 1974

NEW TUTORS AND STUDENTS

Maybe you heard a lot about OPERATION UPGRADE in September. Maybe you saw something on television. Maybe you heard something on the radio. People were talking about UPGRADE. They said UPGRADE needed more tutors for its reading program. They said we had many students who were waiting. They were waiting for tutors who could help them learn to read.

Many people heard about UPGRADE. They wanted to become tutors in the program. They wanted to help students learn to read. They went to classes at UPGRADE. They learned how to help the students.

Now UPGRADE has many new tutors working with many new students. UPGRADE has 70 tutors who are teaching 87 students to read better!

UPGRADE is proud of the tutors. UPGRADE is proud of the students. They work hard to make UPGRADE a good reading program.

A LETTER TO UPGRADE STUDENTS

Dear Students,

Summer is over. It is now back-to-school time. It is back-to-school time for boys and girls. It is back-to-school time for men and women. It is back-to-school time for some UPGRADE students.

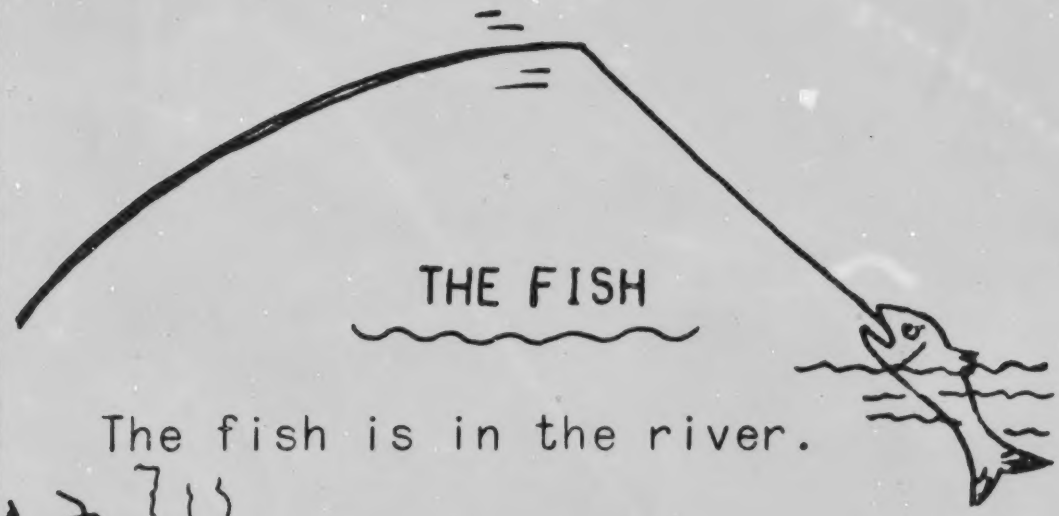
UPGRADE students work hard. They want to learn to read better. They want to be good friends with their tutors. UPGRADE tutors work hard to help their students.

Sometimes students forget something. They forget their tutor's phone number. They forget to call if they cannot come to class. Then the tutor waits for the student to come. The tutors are sad. They do not know what happened to the students.

UPGRADE students do not want to make the tutors sad. Students should write their tutor's number down in their books. Then they can call their tutors if they cannot come to class. They can call the UPGRADE office at 926-3189. Then UPGRADE can tell the tutors.

That is what friends do for friends.

With much love,
An UPGRADE tutor



THE FISH

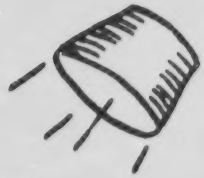
The fish is in the river.

The fish is in the pan.

The fish is in the dish.

The fish is in the man!

Spotlight on Students



Mr. Marshall Hall, an UPGRADE student, wrote the story on the next page. He wrote it for his teacher, Mrs. Frances Smith. They have been meeting at the Valley Park Reading Center twice a week.

Mr. Hall has been enjoying his classes. He is working on the Skill Book 4 level, but his favorite reading materials are the "Story of Jesus" series, and "Inspirational Verses."

We hope you will enjoy Mr. Hall's story about his children.

HALLOWEEN GOODIES

Tired of just giving candy out the door on Halloween? Doctors and dentists tell us there are other things better than candy for children, and better for their teeth. Why not give fresh fruit? After all that candy, children are glad to see a nice little apple, orange, or a small bunch of grapes. Remember to wash fruit in sudsy water, rinse well with clear water, dry, and wrap in wax paper or plastic.

HOW TO RAISE A GOOD CHILD

-- by Mr. Marshall Hall

My boy was different from the girls. He would touch things and pull them down. I would take him back to where he got it from, and then I would make him put it back and tell him it was a no-no. I noticed it worked a whole lot with the boy.

In raising children, I would never let them force me into telling a lie, because many times they used to come to me when I was busy and asked me questions, and if I was real busy I couldn't answer correctly. I would tell them just wait awhile and let Daddy think about it.

The girls weren't much trouble. They were very obedient.

Sometimes I would come into the house and they would be giving my wife trouble, and I would say, "Hey, what's going on!" and everything would get quiet.

If I told my children that I was going to take them some place, they knew they could count on it. The same goes if I tell them they can't go any place. I don't change my answer either way.

I love my children, but I will not let them have their way because I feel like it is wrong.

I always knew where they were, and who they were with.

Lesson 5 Skill Book 2

New Words: red, have, head

Look!

Three funny birds are
sitting on a box.

One has a red wing

Two have not.

Three funny birds sit
singing on a box.

One has a red head

Two have not.

(Story by Margretha Quinlan of Chicago Area Literacy and Reading Centers, Inc.)

Skill Book 3 reading level

New Words: calls, voice, again, outside, emergency

"HELP" IN THE DARK

"Help," calls a voice.
"Help, help," it calls again.
I hear the voice.
I hear the voice call, "Help!"
A man needs help.
But what can I do?

I can call a number.
I can call the emergency number.
The emergency telephone number is 911.
This is an emergency.
A man needs help quickly.

It is dark outside.
It is very dark outside.
I cannot see the man.
I cannot run to the man.
But I can think.

I hurry to the telephone.
I call number 911.
I say, "A man needs help.
A man outside is yelling for help.
My address is 222 Olive Street."
Then I yell to the man,
"Help is coming!"

--by Patricia Cooper
UPGRADE tutor

INTRODUCTION

Workshop Objectives

Operation Upgrade requires all volunteers to participate in 12 hours of workshop training. The purposes of the training are:

(1) to familiarize the volunteer with the core curriculum of materials (Laubach Teacher's Manual and Skill Books) he will use with his assigned student.

(2) to stimulate the awareness of the volunteer toward the life situation of the adult non-reader

(3) to acquaint the volunteer with the obligations he will assume as a literacy tutor and with the resources available to him as he tutors.

(4) to present a variety of materials and techniques which the tutor may use to supplement the core curriculum and to provide for the maximum of individualized planning and instruction for the adult student

General Outline and Purposes of the Workshop Kit

This kit consists of a collection of information sheets and outlines on particular aspects of adult literacy work. The kit is used by the workshoppers during the training sessions. Once the initial training is completed and the volunteer is assigned a student, the kit provides a reference source for the tutor.

For convenience, the contents have been grouped under six major headings, as listed on pages 2 and 3 of the kit under "Workshop Kit Contents". This edition of the kit contains six preface sheets, each giving a brief explanation of how the kit materials are presented in the workshop. The

preface sheets preceeds the individual sections, as indicated below.

(1) Pockets

front

back

(2) Orientation

(3) Adult Students

(4) Laubach Method

(5) Tutors

(6) Additional Tutoring Methods

Preface Sheet #2

Orientation

The pages in this section are referred to during the first segment of the workshop. This segment takes about an hour and is designed to provide information about the problem of illiteracy, the history and present organization of Operation Upgrade and the national Right-to-Read effort, the contents of a tutor-training workshop, and the recruitment and assignment of adult non-readers. During this first hour, demonstration aids utilized include

a filmstrip on Operation Upgrade

transparencies on world, national and locatl literacy statistics

a chart with unfamiliar symbols used to illustrate the Laubach method and to place the volunteer in the position of a non-reader.

Thank you for deciding to join with us in helping others to learn to read better. Non-readers are important and you can help them.

This kit is to help you. We hope you find the material easy to understand and useful. The staff of Operation Upgrade welcomes you as a member of the team to help others.

People have to read to succeed in life. You will be working to make this possible for another human being. Helping someone to make real progress in reading is time well spent. Seeing your student succeed gives you, the tutor, a wonderful feeling. You succeed and he succeeds!

Operation Upgrade will work very hard to make sure the time you spend with your student will bring results. The whole community appreciates your willingness to volunteer.

Catherine H. Stephens
Director, Operation Upgrade

Marjorie G. Whalen
Tutor-Trainer Chairman

If your project is for a year, sow a seed.
If it is for ten years, plant a tree.
If a hundred, teach the people.

If you reap once only~it will be a onetime thing
Planting a tree, it will be tenfold.
Teaching the people, the result is hundredfold.

If you give a man a fish, he will be nourished onc
If you teach him to fish, he will feed himself
and his family all his life.

--Chuang Tzu, a Chinese Taoist philosopl
Written 2½ Centuries ago.

WORKSHOP KIT CONTENTS

POCKET (FRONT)

PERSONAL, VOLUNTEER DATA SHEETS
(to be handed in)
Homework Assignment Sheet
Upgrade, NALA Brochures
Name Tag

POCKET (BACK)

WORKSHOP EVALUATION FORM
(to be handed in)
Sample copy of "News for You"
Sample copy of "New Readers' News"

ORIENTATION:

Welcome
Table of Contents
Outline of Workshop Agenda
Volunteering for Literacy Work
Class Organization
List of Upgrade Tutor Trainers

ADULT STUDENTS:

Learning to know the Adult Non-reader
General Characteristics of Adult Learners
Characteristics of Various Poor Readers
Contrast between Teaching Adults and Children
Standard vs. Non-Standard English

LAUBACH METHOD:

General Lesson Presentation, Skill Book 1
How to make Speech Sounds (3 pages)
Ear Training and Blending Exercises (3 pages)
Principles of Teaching Based on Laubach Philosophy
The EOTO Way
Notes on Word Recognition and Sounding Out Words
General Lesson Presentation, Skill Books 2 and 3
Laubach Ladder of Literacy (2 pages)
Educational Bulletins from Laubach Literacy

Prepared by:

OPERATION UPGRADE, Rm. #5
2928 College Drive
Baton Rouge, La. 70808

WORKSHOP KIT CONTENTS CONTINUED

TUTORS:

Sample Lesson Plan (2 pages)
Suggestions for Relating Reading to Everyday Life
Interest Inventory
Sample Prescription Sheet
Tutors' Report Sheet
Checklist of Reading Skills
That First Important First Meeting
Informal Way to Find Reading Level of Student (2 pages)
Volunteer Self Evaluation Form
References for Upgrade Tutors
Sample Library Card Application

ADDITIONAL TUTORING METHODS

Experience Story (6 pages)
Writing for New Readers (8 pages)
VAKT

WORKSHOP AGENDA

1. Orientation to UPGRADE and its students
2. Expectations of tutors
3. Introduction of teaching materials
4. Distribution of books and materials
5. Introduction of leaders and workshoppers
6. Demonstrations of teaching skills
    a. charts
    b. manuscript writing
    c. sounds
    d. word recognition
    e. diagnosis of reading skills
    f. VAKT
7. Homework assignments
8. "Sensitivity" segments
    a. standard vs. non-standard English
    b. characteristics of non-readers
    c. tutor relationships to students
    d. principles of teaching
9. Lesson planning, writing for new readers
10. Teaching aids
11. References for tutors
12. Supplementary materials for students
13. Testing, evaluation and placement procedures
14. NALA
15. Class observations and student interview

VOLUNTEERING FOR LITERACY WORK

TUTORING

Taking a Workshop
- getting registered
- acquiring tutor's kit and books
- attending all sessions
- participating in demonstrations
- handing in all assignments
- practice teaching
- being certified

Enjoying the class
- preparing lessons fully
- beginning and ending promptly
- exchanging phone numbers
- calling if you must be absent

Ongoing responsibilities
- keeping data sheets
- reporting to coordinator
- attending tutors' meetings
- reading newsletter
- checking out books and materials
- seeking help from tutor coordinators
- advancing certification

SUPPORTING IN OTHER WAYS

- reaching non-readers
- organizing classes
- recruiting volunteers
- telling the Upgrade story
- assisting the secretary
- publicizing and promoting
- writing for new readers
- contributing membership
- training tutors

CLASS ORGANIZATION

OPERATION UPGRADE publicizes its program of free classes in reading in newspapers, on radio and TV spot announcements, through social and welfare agencies in the community and by personal contacts. We offer one-to-one tutoring in a cooperative effort with the staffs of the Continuing Education Centers in East Baton Rouge parish. In addition to these students, UPGRADE actively recruits other non-readers and readers performing on less than fifth grade level.

It is an objective of UPGRADE to actively locate potential students, provide a tutor for them and arrange for classes to meet in locations convenient to both tutor and student. However, if you know of someone you want to teach, or if you want to recruit students in a particular area, we can work with you in arranging a meeting place for classes.

In order for us to provide tutors and the most effectively planned program of study possible for the student, we need certain pertinent information. Please call (or have the prospective student call) and give the student's name, address, telephone number, desired class time and location, age, last grade completed in school and last date of attendance. UPGRADE's coordinators will use this information in making class assignments.

After tutor and student have established a convenient time and place for classes, a center coordinator or the Director will visit your class for purposes of assisting you in testing your student or helping you adjust your material to the student's needs. If there is a change in class schedule, it must be reported to the office. Also, if a student's progress is very slow or nil, or if the student attends class irregularly or stops attending, please let one of the coordinators know. We have no way to know what is happening unless you tell us. The office must have a monthly report of your student's progress by phone or in writing.

Books for tutors and students are paid for by UPGRADE's Right to Read Grant. However, the tutor must return all books checked out for use in tutoring (unless he/she pays for them) when the student progresses beyond the use of that book or if the student drops and the tutor no longer wishes to tutor.

March, 1974

OPERATION UPGRADE TUTOR-TRAINERS

Allen, Pearlie
1928 69th Street 70807
356-0734

Belding, Mary Jane
11650 Sherbrook Ave. 70815
275-8891

Evans, Peter J.
10550 Florida Blvd., #246 70815
272-3865

Fogle, Lonnie
12354 Palmyra Drive 70807
775-5755 home
356-3341 work

Imes, Lynda
884 Marlbrook 70815
272-0664 home
926-1271 work

Jeansonne, Sylvia
12251 Warwick 70815
275-3001

Kelley, Lorraine
5277 Woodside Drive [illegible]
924-1581

Macomber, Cindy
2107 [illegible] Ave. [illegible]
343-6018

O'Meara, Margaret
1044 S. Burgess Drive 70815
272-2468

Thomas, Darnell
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Preface Sheet #3 Adult Students

The pages in this section are not presented at the same time, but rather are referred to during several segments of the workshop. The purpose of discussion of these subjects is to lead the volunteer toward an appreciation of (a) sources of motivation to be found within an adult learner, as well as (b) problems in the student's life which may be a source of learning difficulties.

The four sheets on Standard and Non-standard English serve as a reference to enable the tutor to distinguish between reading errors and language interference.

LEARNING TO KNOW THE ADULT NON-READER

Most adult non-readers in the U.S. are poor---caught in a "cycle of poverty". The many results of this poverty, (perhaps compounded by racism), cause four general limitations on the life of an adult non-reader:

1. Limited alternatives - the poor have very little variety. Never play different roles. Rarely travel, rarely move, always have the same sort of job. Rarely have social contacts outside of kinship and neighborhood.
2. Helplessness - No influence, easily replaced in jobs. Can't get information. For example--receives little consumer information, although he needs it most.
3. Deprivation - Especially acute in the affluent U.S. where so many have so much. Constantly reminded by T.V., billboards, store windows, etc. of all the things he can't have. The high value we place on achievement and the fact that some poor succeed make him feel more acutely that he is a failure.
4. Insecurity - at the mercy of life's unpredictability. Sickness, injury, loss of work, legal problems can wipe him out easily. More likely to lose his job and more likely to become ill.

These limitations may reflect themselves in an individual's personality as attitudes of despair, suspicion, or low self-esteem. Aggressive and/or defensive attitudes and actions may result.

Although most non-readers, just like the rest of us, desire attention and recognition, they hesitate to expose the handicap of illiteracy and to get help. Our students can't read for a number of reasons. May have a low I.Q., come from homes where there are little or no books, newspapers, or magazines. Probably other members of the family can't read. In most cases their homes aren't conducive to study. May have had very little schooling or gone to schools where instruction was poor.

They conceal inability to read----carry pencil or magazine, claim to have misplaced glasses; they have learned to cope with their illiteracy. These defenses usually have been built up over a long period of time and are integrated into the non-reader's personality. When he comes to learn to read--to ask for help, he must put these defenses aside.

(Read Lillie Pope---pp.18-19, "How the tutor relates to the student).

In summary--it is imperative that a tutor treat each student with dignity and understanding, to show support for and acceptance of his efforts. Teach with love.

GENERAL CHARACTERISTICS OF ADULT LEARNERS

A. Basic Principles of Adult Learning

An adult learns best when

1. he is aware of his need for learning (initial motivation)
2. the teacher shows a personal interest in him
3. several senses are involved
   (variety of methods better than a single method)
4. his learning is put to use
   (value of repetion & review for reinforcing new skills)
5. he can recognize his progress
   (setting & achieving goals to provide on-going motivation)

An adult learns best in

1. a favorable physical environment
2. A favorable social environment (non-threatening)

B. Tips on Adult Motivation

1. Variety of motivation:
   a. to learn to write a signature
   b. to be able to read street & highway signs
   c. to learn to fill out an application blank
   d. to learn to read the Bible
   e. to be able to help their children with schoolwork
   f. to gain self-respect & the respect of family & friends
   g. to seek a social outlet
   h. to be able to enter a regular adult education program

CHARACTERISTICS OF VARIOUS POOR READERS

A. SLOW LEARNER
   1. Ability level below 90 IQ
   2. Generally reads on ability level
   3. Generally reads below grade level
   4. Instruction needs to be adapted to his limited ability -- the pace of instruction and teacher expectations must be realistic

B. RELUCTANT READER
   1. Can read but will not
   2. The root of the reading difficulties is the mental attitude of the pupil
   3. Solution to the reading problem begins with a change of attitude

C. DISADVANTAGED READER
   1. Potential often far exceeds performance
   2. Generally can learn and wants to learn
   3. Lacks adequate oral language because of inadequate experience
   4. Does not look upon reading as life-related
   5. Often feels alienated from the larger social structure
   6. Often is deficient in auditory attention
   7. Needs to learn how to learn

D. RETARDED READER
   1. Is usually of average or above average intelligence, although a retarded reader could also be a slow learner
   2. Does not read on ability level
   3. May or may not be reading below grade level
   4. May show blocks to learning, especially emotional or neurological, which keeps him from learning to read.

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(Revised) From: "Education and Change" by R. S. Hodgkin

CONTRAST BETWEEN ADULT TEACHING AND THE TEACHING OF CHILDREN

	Children	Adults
1.	Ample Time a. Focused on the future b. Education can be a full time occupation c. Few responsibilities d. Do not expect quick results	Little Time Available a. Focused on the present b. Usually part time c. Many responsibilities d. adults expect quick results
2.	Limited experience and knowledge	Extensive experience and knowledge a. Gaps in knowledge b. May need skill in organization of knowledge
3.	Self-respect of a child is less vulnerable. Minor failures can be overcome.	Self-respect of an uneducated adult is very vulnerable. One failure may make an adult resist further education.
4.	Pressure can be put on a child to keep learning.	Pressure can be disastrous. Wrong pressure may kill interest. Motivation of an adult is very important.
5.	Teacher-student relationship is similar to that of father-son or mother-daughter.	Teacher-student relationship must be a friend to friend relationship.
6.	Teacher can serve as a model for the child.	Teacher is seldom model because adult's way of life is fairly fixed and adult student is probably very different from teacher.
7.	Ideas new to society are presented along with more traditional ones with attempts made to harmonize them.	New ideas presented as alternatives to traditional ones. Choices may require a rejection of the old, which is difficult.
8.	Will be more willing to accept the abstract.	Will demand the concrete and practical application to own real problems.
9.	Will study theory without relation to application.	Will accept theory only by way of application and explanation of practical problems.
10.	School serves an uncertain end or purpose often dictated by adults.	Studies must point to some definite need or purpose.
11.	Captive audience.	Voluntary audience.
12.	Will accept any method of teaching.	Wants demonstration, illustration, explanations to be able to work things out for self.

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STANDARD AND NON-STANDARD ENGLISH

Language can be defined as "systematic noises people make with their vocal chords; and these systematic noises carry meaning, or communicate." Children learn the language of the culture or sub-culture into which they are born, reinforced by their environment and experiences. The problem of understanding written communication is compounded for culturally disadvantaged pupils because they are required to derive meaning from symbols that stand for a variety of the language that is not quite the same in sound, grammar, and vocabulary as their own variety of language. Therefore, when students try to learn to read standard English, their language system interferes with the standard English system and handicaps learning.

Standard English is not the language of the textbook, or Oxford English, or affectatiously grammatical -- the kind of nonsense "up with which Sir Winston Churchill would not put". Rather it is that language system that is acceptable and understood by the vast majority of people in our society; the "universal dialect" understood even by those who speak a non-standard variety of English. It is the English spoken by most government officials, by radio and TV announcers and, most importantly, it is the language of the classroom.

The particular language system a person uses has nothing to do with his worth and dignity. He may need to adopt standard English to achieve acceptability by those who can give him opportunity for success in certain areas. But it must be pointed out that language is learned, it is not inherent or genetically determined.

It is most important to grasp the fact that the language of culturally disadvantaged persons is systematic just as that of speakers of standard English. -- and that it fits the definition of language given above.

Handicaps to Reading

Whatever language, or variety of a language, a person speaks interferes with learning another language, or variety of a language. The interference is caused by the person's imposing the sound and grammatical system of his own language on the language to be learned.

For example, the sound system of non-standard English handicaps culturally disadvantaged pupils in learning to read. These pupils may not be able to hear certain sounds in some words because their particular language system does not contain these sounds in the same way as standard English. Yet, these pupils are expected to read and pronounce words that are incorrectly represented (inaccurately represented) by the English alphabet. For instance, some Negro pupils say, "rat," the teacher says, "rite" and the text represents the teacher's standard pronunciation with "right." The pupil is dealing with three representations of the same word.

Importance for the Reading Tutor

Understanding the language system of the pupil increases the tutor's effectiveness in reading and language work by helping him distinguish between reading errors and language interference. Further, understanding the pupil's language increases communication during friendly conversation.

Definition of Dialect

A dialect is "a variety of a language that differs in sound, grammar and vocabulary from that variety of the language that is considered standard."

Even if there is not a variety of English spoken exclusively by American Negroes, the fact is that the great majority of culturally disadvantaged Negro pupils speak a non-standard variety of English.

Characteristics of the Negro dialect

(Note that if the dialect were not systematic, it would be impossible to list these characteristics)

1. Simplification of final consonant clusters. Words ending in consonant clusters often have the last consonant sound omitted. For example: hold - hol; rift - rif; past - pas; desk - des. Leaving off the final consonant creates a great many more homonyms in the Negro dialect than there are in the speech of standard English speakers. In addition, leaving off final consonant sounds causes plurals of some words to be formed in a non-standard way. For example, desks - desses; tests - tesses. Note how the plural formation follows the system of formulating plurals of words in standard English. Words ending in the same sound as the NON-standard tes (test) or des (desk), add another syllable for plurals, written es.

2. Inflectional endings not pronounced. This feature is especially marked for the preterit (past tense) of words that is represented in writing by the letters ed.

3. R-lessness. Final sound represented in writing by the letter r often left off. Words like door, store, floor and four are pronounced as if they are the words dough, stow, flow and foe. Again final r-lessness may create homonyms that do not exist in standard English. Sometimes the r sound is omitted when it occurs in the middle of a word.

4. L-lessness. Final sound represented in writing by the letter l is often left off. Words like tool and pail are pronounced as if they were the words too and pay. Like the r sound, the l sound is sometimes omitted when it occurs in the middle of a word.

5. Substitution of the sound represented in writing by the letter f for the sound represented in writing by the letters th at the end of words. Words like with, mouth, path are pronounced as if they were spelled wif, mouf, paf. Plurals of these words are regularly formed by adding s: moufs, pafs. When the sound occurs in the middle of a word, the sound represented in writing by the letter v is sometimes substituted: mother .... mover; brother .... brover.

6. Substitution of the sound represented in writing by the letter d for the sound represented in writing by the letters th at the beginning of words. Words like this, that, these, they are pronounced as if they are spelled dis, dat, dese, da. This substitution occurs with the voiced sound of th.

7. Differences in individual words. For example, the words children, credit, ask and whip are pronounced as if they were spelled chilerun, credick, ax and whup. There are many individual words that differ in pronunciation from Standard English. And, of course, these and other variant pronunciations of individual words occur in other dialects of English as spoken in the United States.

These next characteristics represent variations of the Negro dialect with respect to the grammar of standard English.

8. Substitution of they for their. The word they is often used in place of the word their. For example, the sentence "They left their books in the locker," becomes "They left they books in the locker."

9. Substitution of them for those. For example, the sentence, "Give me those books," becomes "Give me them books."

   The word them is often used as a plural marker for words that follow it in a sentence: Them books in the locker....

10. Addition of a plural sound (represented by the letter s in writing standard plurals) to irregular plurals. The plurals of child, man, woman and foot are childrens, mens, womens and feets. Words that form irregular plurals like wife, knife, wolf and loaf are wifes, knifes, wolfs and loafs. The system of the dialect is that words ending in the sound represented in writing by the letter f have just the sound represented in writing by the letter s added -- these words are not changed to their plural forms plus the plural ending sound (like mens and feets).

11. Omission of the agreement sound for the third person singular, present tense verbs. This feature is one of the most frequent in the Negro dialect. Sentences like "He walks the dog every day" and "My father goes to work on the bus" are "He walk the dog every day" and "My father go to work on the bus."

12. Addition of the sound represented in writing by the letter s to third person plural, present tense verbs when the subject is they. Sentences like "They walk the dog every day" and "They look nice in their new clothes" are "They walks the dog every day" and "They looks nice in their new clothes." Sometimes the sound represented by the letter s is added to the first person, singular and plural, present tense verbs: "I walks" and "We walks."

13. Substitution of the past participle form of some irregular verbs for the simple past tense. For example, the sentences "My father took a bus to work this morning" and "He went to the store" become "My father taken a bus to work this morning" and "He gone to the store."

    Other irregular verbs for which these substitutions are made are: write, see, do, run. Some irregular verbs have the preterit ending sound, represented in writing by ed, added to their base forms in the past and present perfect tenses: throwed and have throwed instead of threw and have thrown; knowed and have knowed instead of knew and have known.

14. The word done sometimes substituted for have in present perfect tense. Sentences like "I have walked to school and "I have gone to school" are "I done walked to school" and "I done gone to school." Often, this substitution of done for have makes a statement emphatic.

15. Nonstandard use of the verb "to be"

The differences in the use of the forms of "to be" are so many in the Negro dialect that it is impossible to cover them all with one heading. Some of the most frequently used are:

Omission of the verb "to be" in present and present progressive tenses:
"He is going" becomes "He going"
"Mary is running" becomes "Mary running."

**Certain deviations from the standard form of "to be" have particular meanings: for example:

"He busy" means He is busy at the moment.

"He be busy" means He is regularly busy. (on a particular schedule: every Monday)

"He bes busy" means He is continually busy (all the time).

Past tense: the form "was" used in first, second and third persons in singular and plural past tense (We was, you was, they was).

Present perfect tense: The word "have" omitted in sentences like "I have been here," which becomes "I been here" and "The meals have been cooked" which becomes "The meals been cooked."

Future perfect tenses: The forms "be done" substituted for "will have" in sentences like "We will have gone," which becomes "We will done gone" and "I will have been to school," which becomes "I be done been to school."

There are other characteristics of the Negro dialect which are part of, but not exclusive to it. Such things include:

common word groups and phrases blended into a continuous sound ("Whateesay?")

double negative

double subjects ("My brother he.....")

Preface Sheet #4 Laubach Method

All teaching in the Operation Upgrade program is done by volunteer tutors. Most Upgrade volunteers are not professional teachers but most have earned degrees. The Laubach Teacher's Manual provides detailed lesson plans for the non-professional tutor, providing a secure base on which he may build his skills as a tutor. As the Laubach Method is based in phonics, the pages in this section include reference sheets for the tutor on How to Make Speech Sounds and some suggestions on Ear Training and Blending Exercises.

The Ladder of Literacy is a guide to the tutor in his selection of supplemental materials at a given Skill Book level.

GENERAL LESSON PRESENTATION
NEW STREAMLINED ENGLISH SERIES - SKILL BOOK 1

The following is a brief outline of the general pattern to be followed in presenting the lessons of the New Streamlined English Skill Book. Detailed instruction is given in the Teacher's Manual for New Streamlined English.

SKILL BOOK 1

1. Chart
   a. Interpret picture
   b. Identify letter imposed over picture
   c. Teach the key word
   d. Teach sound of beginning letter in key word
   e. Identify name of that letter

2. Story
   a. Associate key word(s) in chart with same key word(s) in the sentence.
   b. Teach a given sentence structure.
   c. Read orally sentence by sentence.
   d. Review function words.
   e. Read entire story without pause, if possible.
   f. Ask simple comprehension questions.

3. Check on Homework Completed

4. Checkup Page: Review of previous lesson

5. Listen and Write: Ear training and spelling

6. Writing lesson

7. Homework Assignment

HOW TO MAKE SPEECH SOUNDS

There are four stages in the articulation of a speech sound: 1) Get the lips into position; 2) Vocalize; 3) Stop vocalization; and 4) Relax position.

The sounds are presented in the order in which they appear in the Laubach Literacy materials.

Primary Spelling	Secondary Spellings	Used as in	Articulatory position
b	-	bird	Lips together, open with puff of breath. Voiced.
c	ck	cup	Tongue tip down, touching back of lower teeth. Hump or arch the tongue and emit breath from back of throat. No vocalization.
d	-	dish	Lips and teeth slightly parted. Tongue tip up touching roof of mouth just behind upper teeth. See lower surface of tongue. Tongue is dropped as breath is expelled. Voiced.
f	ph	fish	Lower lip touching upper teeth lightly. Breath sound -- a continuant.
g	-	girl	Tongue tip down, touching back of lower teeth. Hump or arch the tongue and emit breath from back of throat. Voiced equivalent of "k" or "c" above.
h	-	hand	Has no position of its own. Take the position of the vowel following it and give breath sound.
j	-	jumping	A combination of d and ch. Lips forward. Start with tongue tip up; lower as breath is expelled. Voiced.
k	c, ck	kicking	Tongue tip down touching back of lower teeth. Hump or arch tongue and emit breath from back of throat. No vocalization.
l	-	leg	Tongue tip just inside teeth, upper teeth. Sound laterally emitted.
m	-	man	Lips together. Voiced -- nasal.
n	-	neck	Lips and teeth slightly parted. Tongue tip up touching roof of mouth just behind upper teeth. See lower surface of tongue. Voiced -- nasal equivalent of t.

p	-	pan	Lips together; open with puff of breath. No vocalization.
r	-	river	Tongue tip down. Lips forward and almost squared.
s	c(e) c(i)	snake	Teeth close but not touching. Tongue tip down. A continuant breath sound.
t	-	tent	Lips and teeth slightly parted. Tongue tip up touching roof of mouth just behind upper teeth. See lower surface of tongue. Tongue is dropped as breath is expelled.
v	-	valley	Lower lip touching upper teeth lightly. A continuant. Voiced.
w	-	wings	Lips forward and rounded with "one-finger" opening. As "OO".
z	-	zipper	Teeth close but not touching. Tongue tip down. A continuant. Voiced equivalent of "s".
a	-	apple	Wide jaw opening. Tongue down.
e	ea[2]	egg, Ed, elbow	Lips and teeth slightly farther apart than for ee (long).
i	-	in	Lips drawn back. Lips and teeth slightly closer together than for e (short).
o	-	olive	Wide jaw opening. Prolong the sound. Tongue down.
u	-	up	Medium jaw opening. Relaxed lips. Prolong slightly.
x	-	box	Teach as "ks".
qu	-	quarter	Teach as "koo". (koo-ŭ or kw)
th[1]	-	thank	Tongue covering lower lip. Upper teeth touching tongue lightly. A continuant breath sound. Withdraw tongue as breath expelled.
sh	-	shop	Lips forward and squared. Teeth close but not touching. Tongue down. A continuant breath sound.

HOW TO MAKE SPEECH SOUNDS - Page 3

ch	tch	children	A combination of t and sh. Lips forward. Start with tongue tip up; lower as breath is expelled.
wh	-	Whistle	Teach as h plus oo; hoo.
th[2]	-	mother	Voiced sound of th (above).
ar	-	car farmer	Teach according to person's local pronunciation.
ur	er,ir	hurt her girl	Tongue tip down. Lips forward and almost squared.
ng	-	ring	Tongue tip down behind lower teeth.. Hump or arch tongue.Nasal.
a-e	ai, ay	paper	Do not teach as dipthong. Teeth about a half inch apart. Tongue down.
i-e	igh	five	A diphong, combination of o (short) and eee (long). Jaw wide at start, then move to a narrow opening.
ee	ea[1]	three	Lips drawn back, teeth close together.
o-e	oa, ow[2]	rose	Lips rounded. "Two-finger opening."
or	-	(aw) horn	Lips forward. Wide jaw opening. "Three-finger" opening.
oo[2]	-	book	Lips forward, almost squared. Prolong the sound.
oo[1]	-	Moon	Lips forward and rounded, with a "one-finger" opening.
aw	e,o,au, all	paw	Lips forward, wide jaw opening. "Three-finger" opening.
u-e	u, ew	cure pupil	Teach as eee plus oo.
ou	ow[1]	Cloud	A dipthong. Combination of o plus oo[1]. Start with wide jaw opening, move lips forward with a small opening.
oi	oy	oil	A dipthong. Combination of aw and eee. Start with lips forward for aw, then draw back for eee.

EAR TRAINING
OPERATION UPGRADE

IMPORTANT

It is important from the beginning for students to learn the sounds of the letters. Many students will know the names of the letters, but have never before associated the sounds with the letters. Each should provide some ear training on the new sounds, plus a review of some of the sounds on previous charts.

To get the sound of the letter, say words whcih begin with that letter. Then start to say the word, but stop short. It is helpful also to hear the sound of a letter when it is on the end of a word. For example: say the sound of "b" as you hear it in the word "tub".

A student feels secure when the charts are where he can see them at any time for reference. Even as he advances through the Skill Books, the student will refer to the charts.

SUGGESTIONS

1. Ask the student to give the sound of each letter as he writes it during writing practice.

2. Make the sound of one of the letters on the chart. Then ask the student to give the word that begins with that sound. (Variations: Instead of the word, you may ask the student to give the name of the letter or point to the letter that makes that sound.)

3.. Write three or four letters on the board (Allow enough room so that a list of words can be placed under each.) Ask the student to give the sound of each letter. Then call out a chart word that begins with one of the letters and ask the student which one it begins with. Write the word under the correct letter. Continue until you have written a word under each letter.

   Now you can begin to call out words that the student has not seen before. As he identifies the beginning soundsound, write the word in the proper column. Continue as long as there is time and interest. (Warning: Do not attempt to have the student read all the words you list. He is only to identify the beginning sounds.)

4. Put a word on the board, such as bad. Sound the word and let the student pronounce it. Erace the b and substitue h. Let the student pronounce the new word, had. Change the word to lad, fad, dad, etc. The same procedure will work with the middle vowel sounds after Lesson 4 -- sit sat,set; pit, pat pot, pet.

EAR TRAINING (con't)

5. Dictate words that start with different consonants on the chart. Have the student write the letter for the initial sound. After Chart 4 the student can begin writing from dictation one-syllable phonetic words.

6. Practice sounding the writing words. In sounding words, always hold on to one sound until you make the next. Slide the sounds together to make the word.

7. For drill on final sounds, list three words on the board --such as: fin, fix, fit. Pronounce one of the words and let the student identify it.

8. Let the student name objects in the room and identify the beginning sounds. Or...give him a sound and ask him to think of words that begin with that wound.

BLENDING EXERCISES

We want our students to learn the sounds of the letters so that they can eventually blend the sounds together to pronounce words. It is one thing to give the sound of an isolated letter. Students will need practice at blending a group of sounds together. Blending experiences can begin with the first chart.

Some suggestions:

Chart 1

After the student has learned the sounds of b-c-d-f-g-h-, write the word bad on the board. Let him see that the initial sound is "b" as in bird. Tell him that the rest of the word is pronounced "ad". Have him blend the two parts together (with you) to get bad.

Now erase the b and substitute c. Do not pronounce the new word right away...let the student have a chance first. Continue the exercise by substituting each of the other chart letters in turn.

Chart 2 and 3

The same type of initial-letter substitution can be used as the student learns the sounds of Charts 2 and 3. The word ending -at can be used for all the sounds in Chart 2, except k. The ending -ag is good for most of the sounds in Chart 3.

BLENDING EXERCISES (con't)

Chart 4

After Chart 4, the student can begin blending three-letter phonetic words. Such words as the following can be used for reading and/or writing practice:

mat	yes	bit	mod	hum
gas	pen	win	top	rub
fan	vet	zip	job	fun
hag	bed	wig	pop	hut

Chart 5

Continue with other phonetically written words using x, qu, th, sh, ch, wh.

tax, fix fox quit, thin, with, this ship, rush, wish whip, whim, then

Consonant Clusters

In addition to the sounds studied in the charts and those receiving special attention in the lessons, the student may need blending practice with the following consonant clusters:

-ft	as in	lift	bl	as in	blink	scr	as in	scrap
-lk	" "	milk	br	" "	brag	shr	" "	shrimp
-lm	" "	elm	cl	" "	clash	spl	" "	splash
-lp	" "	help	cr	" "	crack	spr	" "	spring
-lt	" "	belt	dr	" "	drink	str	" "	stretch
-lm	" "	lamp	fl	" "	flag			
-nd	" "	hand	fr	" "	frog			
-nt	" "	tent	gl	" "	glad			
-pt	" "	kept	gr	" "	grab			
-sk	" "	desk	pl	" "	plug			
-sp	" "	lisp	pr	" "	press			
-st	" "	nest	sc	" "	scamp			
-ng	" "	ring	sk	" "	skip			
-nk	" "	pink	sl	" "	sled			
			sm	" "	smack			
			sn	" "	snap			
			sp	" "	spill			
			st	" "	stamp			
			sw	" "	swim			
			tr	" "	trip			
			tw	" "	twin			

PRINCIPLES OF TEACHING BASED ON LAUBACH PHILOSOPHY

Make tutoring your prime commitment;: be reliable and well-prepared.

1. Build his self-image by demonstrating your respect for him, his language and values.
2. Love your student, or don't try to teach him.
3. See to student's physical comfort in class.
4. Avoid anything that might cause fear, especially in self expression.
5. Don't ever let student think he is failing.
6. Don't try to "catch" student by asking him what he doesn't know.
7. Bolster his confidence by testing him on what you are sure he knows (see #27).
8. Don't repeat after a student. This sounds patronizing to him.
9. Keep student's interest by varying the activity if he yawns or shows boredom.
10. Rephrase a question if student cannot answer it the first time.
11. Let the student set his own pace, but be sure that he learns thoroughly and comprehends as he goes.
12. Make lessons fun and easy. Keep student interested by varying activities.
13. Use no tedious drill. Use interesting practice and review to reinforce student's learning.
14. Don't be afraid of pauses or silences. The student needs some time to think. But don't wait so long as to embarrass him.
15. Remember that an adult's memory is usually not as keen as a child's but usually his reasoning power and experience are greater.
16. Don't try to teach if you are so tired or ill that you cannot teach radiantly. Your tiredness or boredom will reflect in the student.
17. 1½ hours is long enough for a lesson. About half of it should be spent in review and ear-training.
18. Keep voice low but clear. Enunciate well, but give student practice in hearing you speak at normal speed and with normal intonation and inflection.
19. Do not waste time. Say only what is necessary.
20. When teaching English as a second language, use only the vocabulary of the lessons student has had, and words you know he knows.
21. If your student's vocabulary is limited, don't treat him as a child or speak condescendingly.
22. Tutor in small groups, preferably three or less.
23. Do not mix children and adults or members of the same family.
24. Group students according to ability and pace of learning.
25. Use frequent student participation.
26. Encourage student to do for himself whatever he can.
27. Never say "no". Magic words are "almost" and "let's try again."
28. Don't ever take anything for granted, or presume your student knows!
29. Don't say, "Do you understand?" but, "Have I made myself clear?"

The EACH ONE TEACH ONE Way

C ut 'no!' out of your vocabulary.

O nly ask your students questions they can answer. Never tell them what they already know.

M ove your hand or finger gently as a guide.

P raise your student frequently.

A lways talk in a low tone of voice.

S ay 'fine', 'well done', 'good', 'excellent', often.

S ave your chatter for friendly interludes.

I nsert laughter into the lesson wherever possible

O ffer your help and encouragement as if you were a willing servant of royalty. Regard your student as the Prince or Princess; the King or Queen.

N otice how often your student guides you to let YOU know how fast to progress from one lesson to the next.

This advice was part of the teacher training information developed by Dr. Frank C. Laubach, who pioneered in adult literacy programs in Asian countries, where millions of illiterates learned to read through the Each One Teach One method. These hints are very useful for tutors in literacy work, particularly when the student is in the beginning stages of reading.

Some Notes on WORD RECOGNITION & "SOUNDING OUT" WORDS

The phonetic method as practiced in former generations of teaching fell into disrepute because a good many consonant sounds cannot actually be isolated. About half of the consonants cannot be spoken without an adjacent vowel sound:

b c d g h j k p t

Usually in trying to isolate the consonant sound (as in teaching the charts) we teach the "uh" sound with it--i.e. b--buh. So when we go to sound out a word such as bed, it comes out "buh-ed", which really is not the sound of the word at all.

Here are suggestions for avoiding this difficulty but still utilizing the value of the "sound inventory" of the charts:

1. Teach your student how to "sound out" words, but do not resort to it unless it is really needed. Many people readily learn to recognize words by other methods and do not need to sound out words at all.

2. Train your student to recognize words by sound clues, rather than sounding out words letter by letter. Often sounding the first letter is sufficient, or maybe only the end letter or the vowel. Or ask for the vowel first and then have him put the consonant with it, i.e. in teaching bed ask "What is the vowel? ""Put the "bee" with it -- "beh" "What is the sound at the end of the word?" ..."beh-d".

3. Give practice in sounding each vowel with the above consonants that cannot be isolated, as "baa, beh, bih, bah, buh" (written: ba, be , bi, bo, bu). Better yet, drill with words that only need make a vowel change as: "beg, big, bug, bag, bog" or "bed, bad, bid, bud".

4. When a word must be sounded out letter by letter, have the student blend the above consonants with their vowel rather than say them separately. Use two cards to frame the letters as they are sounded.

5. Some students learn by word configuration. Encourage this as it is a definite aid to speed reading. Your advanced student can gain more aptitude in this by having him read sentences written with no vowels in the words, showing him that he can learn to recognize words by their "shapes" and lengths and number of consonants.

6. Encourage recognition by context. A well placed question will help your student do this rather than depend on "sounding out". Or have him read the rest of the sentence first.

7. The formal teaching of spelling helps a student with "sight" recognition, as does the use of a word over and over in many situations and sentences.

8. The best teaching may utilize all four methods: sight, clues, configuration and sounding out.

GENERAL LESSON PRESENTATION SKILL BOOKS 2 and 3

1. Chart

   a. Emphasize special vowel sounds in the Chart

   b. Explain 4 columns on the Chart

      1) interpret picture
      2) look at the key word
      3) sound out the word
      4) read the word

   c. Analyze the key words on the chart; identify and isolate sounds

   d. Teach additional word-attack skills (blending, syllabication, spelling helps, etc.

2. Story

   a. Discuss picture

   b. Teach new words

   c. Read by paragraphs silently and/or orally

   d. Ask comprehension questions

   e. Relate material to everyday life

3. Skills Practice - Oral and Written, ear training, grammar, spelling

4. Check on homework completed

5. Check-up page

6. Writing Lesson

   a. Manuscript writing skill

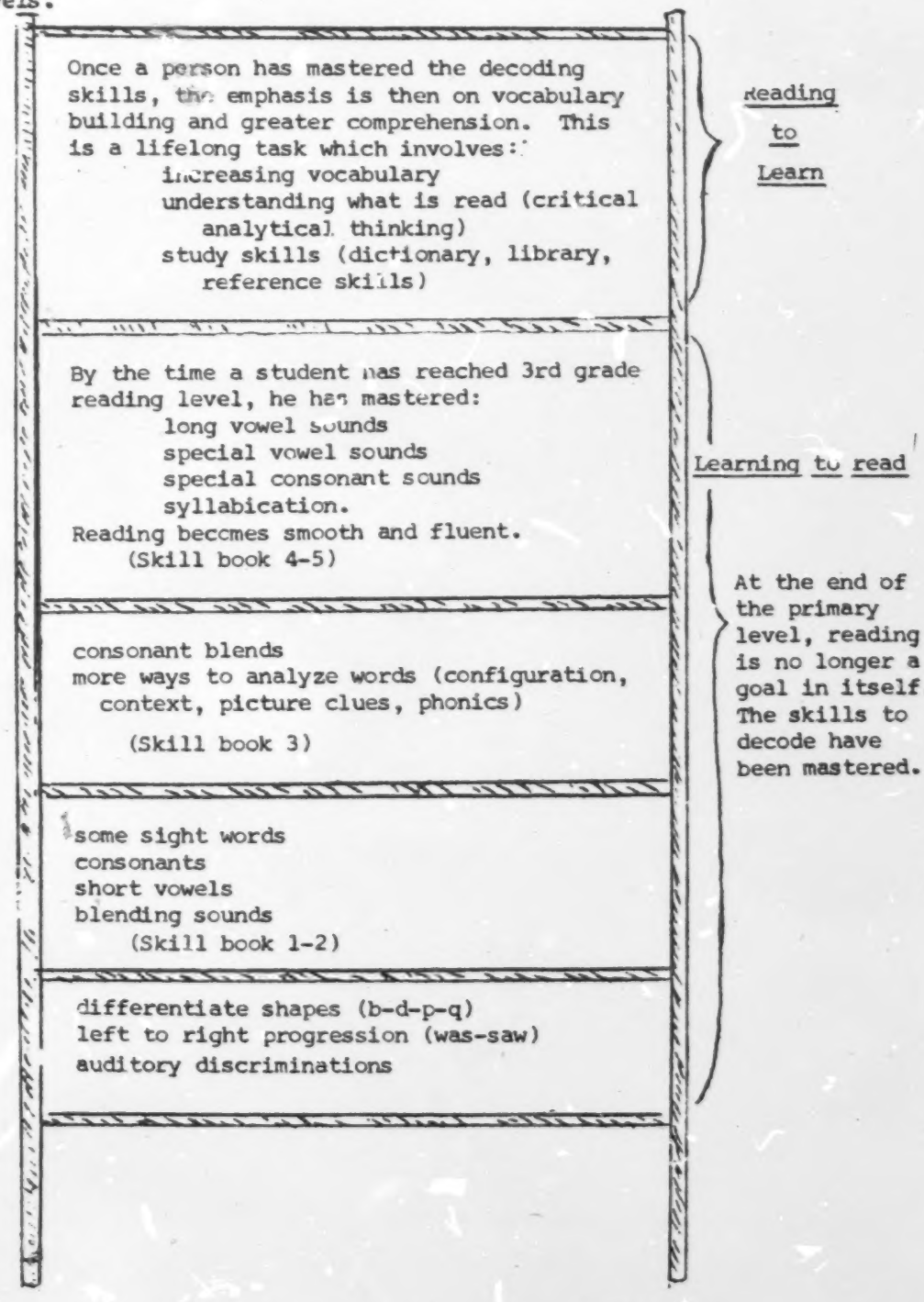
   b. Word study

   c. Spelling

7. Homework Assignment

LADDER OF LITERACY

Attaining literacy can be thought of in terms of climbing a ladder. Each rung on the ladder indicates the skills needed before climbing to a higher rung. Remember - reading is a skill. Mastery of primary skills must be attained before advancing higher levels.


4th grade through life
Once a person has mastered the decoding skills, the emphasis is then on vocabulary building and greater comprehension. This is a lifelong task which involves:
increasing vocabulary
understanding what is read (critical analytical thinking)
study skills (dictionary, library, reference skills)
Reading to Learn
3rd grade
By the time a student has reached 3rd grade reading level, he has mastered:
long vowel sounds
special vowel sounds
special consonant sounds
syllabication.
Reading becomes smooth and fluent.
(Skill book 4-5)
Learning to read
2nd grade
consonant blends
more ways to analyze words (configuration, context, picture clues, phonics)
(Skill book 3)
Preprimers, primers, 1st grade
some sight words
consonants
short vowels
blending sounds
(Skill book 1-2)
Kinder-garten
differentiate shapes (b-d-p-q)
left to right progression (was-saw)
auditory discriminations
At the end of the primary level, reading is no longer a goal in itself. The skills to decode have been mastered.

Illiterate - has mastered none of the primary reading skills
Functional illiterate - incomplete mastery of decoding skills on primary level

A LADDER OF LITERACY

EDUC - 3/72 (r

Spache Score*			
4.6	Blacks in Time	Everyday Reading and Writing - Spache Score Average 4.0 (2.5 to 7.3)	Be Informed Series
4.0	Martin Luther King		#4 Buying a House
	News For You Edition B		#2 Buying an Auto
			#3 Owning an Auto
3.8	Our United States	Opening Doors Skill Book 5	#5 Social Security
3.7	World of Work		#8 Reading Your Newspap
3.6	Claiming a Right		#17 Drugs
3.5	We Honor Them II		#13 Using Measurements
	We Honor Them III		#10 Ba king
3.3	Good Manners	People and Places Skill Book 4	#1 Personal Credit
3.2	Can You Give First Aid?		#7 Finding a Job
3.1	I Am One of These		#14 Wise Buying
3.0	We Honor Them I		#16 Money
	News For You Edition A		#15 Using the Library
			#9 Taxes
			#6 Renting a House
			#12 Marriage
2.9	Why You Need Insurance	New Ways Skill Book 3	#11 Mental Retardation
2.7	The Police and Us		
2.6	How to Find a Job		
2.0	Our World is Small		
		City Living Skill Book 2	Local newsletters for ad students
		In the Valley Skill Book 1	NSE correlated materials being developed and publ by local groups. For a of those groups which ha brought to our attention page 2.

*Note: The Spache Readability formula is based primarily on an easy word list used for children. There is some question, therefore, how accurately the scores given represent a readability level for adult new readers. At best, the scores should be considered a "guesstimate."

New Streamlined English Series
(Core Curriculum)

Order from New Readers Press, Box 131, Syracuse, New York 13210
See New Readers Press catalog for prices

EDUCATION BULLETINS

					No. of pages	Cost Each
EDUC	1	4/74	(rev)	Education Bulletins	2	N/C
EDUC	2	1974		Directory of NALA Groups and Advanced Certification for 1974-75	20+	$1.00
EDUC	3	9/69		Steps for Developing a Local Literacy Program	4	.12
EDUC	4	2/72		Guidelines for New Streamlined English Workshops	8	.24
EDUC	5	4/74	(new)	NALA Certification Standards	2	.06
EDUC	6	7/73	(rev)	Student Progress Report	1	.03
EDUC	8	4/74	(rev)	Literacy Workshop Evaluation (a form)	1	.03
EDUC	9	4/70		Guidelines for Workshops in Teaching English as a Second Language with NSE	15	.45
EDUC	11	8/69		How to Organize a Literacy Council including a Suggested Literacy Council Constitution	3	.09
EDUC	12	3/71		Application Forms, National Affiliation for Literacy Advance (a list)	1	.03
EDUC	13	3/74	(rev)	Brochures and Leaflets and Information Pieces (a list - LL, NALA, NRP)	2.	.06
EDUC	14	3/74	(rev)	Literacy Tutor Data Sheet	1	.03
EDUC	15	4/74	(rev)	Ordering of Materials from NALA & New Readers Press-NALA Discount	1	.03
EDUC	16	2/72		Ear Training and Phonics	1	.03
EDUC	17	3/72		World Literacy Statistics	1	.03
EDUC	18	3/74	(rev)	United States Literacy Statistics	3	.09
EDUC	20	4/72		Develop a Promotion Committee	4	.12
EDUC	24	3/74	(rev)	Standard vs. Non-Standard English	3	.09
EDUC	25	1/71		Bibliography and Film for Tutors, Trainers and Leaders	11	.33
EDUC	26	6/68		General Lesson Presentation-NSE Skill Books 1,2 and 3	2	.06
EDUC	27	4/74	(rev)	New Streamlined English Series Student Checkup Report	2	.06
EDUC	28	9/71		Language Arts and Reading Skills Presentation	5	.15
EDUC	29	3/74	(rev)	A Ladder of Literacy	2	.06
EDUC	30	3/74	(rev)	How to Make Speech Sounds	4	.12
EDUC	31	3/73	(rev)	Introduction to Writing for New Readers	2	.06
EDUC	32	4/74	(rev)	Word Selector List - NSE 1-3	6	.18
EDUC	32a	3/70		Word Selector List - NSE 4-5	12	.36
EDUC	33	4/73	(rev)	Guidelines for Workshop - Writing for New Literates	6	.18
EDUC	36	4/70		Types of Structural Drills for TESL	6	.18

EDUC	38	12/69		An Informal Way to Find the Reading Level of a Student	3	.09
EDUC	39	3/72		Review and Reinforcement Ideas for NSE	14	.42
EDUC	40	10/69		Syntactic Structures Ordered According to Difficulty	8	.24
EDUC	41	12/69		How to Finance Literacy Programs	4	.12
EDUC	43	4/74	(rev)	Allowable Deductions on Unreimbursed Expenses Incurred in Volunteer Service to Laubach Literacy	3	.09
EDUC	44	3/73		Books by and About Dr. Frank C. Laubach	1	.03
					176	5.29

Note: These bulletins may be obtained from:

The National Affiliation for Literacy Advance
Laubach Literacy, Inc.
Box 131, Syracuse, New York 13210

Cost:	One complete set of Education Bulletins	$4.00	
	Education Bulletins in quantity in any combination	.03	per page
	All new & revised Education Bulletins listed above	2.00	
	Subscription to any new or revised EB (in addition to those listed above) mailed automatically until May 31, 1975.	2.00	

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2. Developing & Sustaining Local Programs 1, 3, 5, 11, 12, 15, 20, 41, 43	Finance Organization & Administr. Promotion Recruitment
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7. Promotion & Public Information 1, 2, 13, 17, 18, 20, 41, 43, 44	Finance Promotion Organization & Administr.
8. Tutoring Aids 16, 26, 27, 28, 29, 30, 31, 32, 32a, 38, 39	Certifications TESL Publications
9. TESL and Non-Standard English 9, 24, 29, 30, 36, 40	TESL Certifications
10. Training; workshop guidelines 4, 5, 8, 9, 17, 18, 33	Certifications Publications TESL
11. Writing for New Readers 29, 31, 32, 32a, 33, 40	Publications Certifications

29c

Preface Sheet #5 Tutors

The overall purpose of the pages in this section is to emphasize the importance of individualized diagnosis and prescription for beginning adult readers. The initial diagnosis of all Upgrade students is done by staff members, and a suggested prescription given to the new tutor.

The relationship established between the tutor and the student is a major factor in the learning process. Because of this relationship, the tutor is in the best postition to asses his student's strengths and weaknesses and recognize when a change in the instructional program is in order. At the same time, the tutor should know what helps are available to him, both in the form of printed materials and staff assistance to assure that the instructional program planned will meet the student's needs.

LESSON PLANNING

Each student is an individual with respect to the following: goals, educational background, abilities, motivation, interests, and needs. Each lesson should be adapted to these individual differences for the most effective learning to take place.

Each tutor is also an individual. Tutoring should give satisfaction to the tutor. Satisfaction will come, in the main, from seeing students progress. Beyond that, however, the tutor wants to feel that he or she has given his "best" to each lesson. Without adequate planning, this cannot happen. Tutoring sessions should allow room for the tutor's own ideas and personal interest in the student to be expressed. Your skills as a tutor will improve; you will make progress too; you will have learning experiences; you will grow.

For the Laubach lessons, first cover the material in the Teacher's Manual. DO NOT SKIP THIS, or the lesson will not be as effective as it is designed to be. Then add to this to suit the individual needs of your student.

Setting Goals

One of the most helpful things a tutor can do in working with a student is to help that student establish and work toward realistic goals. Be sure that the goals are the student's, not yours.

Long-range goals: The student may tell you about a long-range goal. As you get to know him and his abilities, you may want to help him sharpen his focus on that goal. If a student has goals that are unrealistic, you can help by making him aware of alternatives in his field of interest which may be more within his reach.

Short-range goals: For the most part, however, you and your student will be concerned with setting and achieving short-range goals. For example, learning to write his name, writing a letter to a relative, getting a library card, getting ready for a driver's test.

Baton Rouge, La.
Cindy Macomber
Operation Upgrade

SUGGESTIONS FOR RELATING READING TO EVERYDAY LIFE

Magazine Phrases

Cut slogans and phrases from magazines using many that are popular on television. This is a good way to add to sight vocabulary. Use for short intervals for a change of pace.

examples: We won't stop trying till you say—Weeeeeo !
You've come a long way, baby

Writing a Catalog Order

Bring in a Catalog and ask the student to select an item. Help him read the description of the item. Have him copy the name of the item and the price on a real or simulated order form. Have him print his name and address on the form.

Reading a Menu

Obtain a copy of a restaurant menu (take out places are a good source). Help the student read the items.

KnowingTraffic Signs

Print common traffic signs on flash cards and help student learn to read them.

examples: STOP NO LEFT TURN SCHOOL ZONE

Using Maps

Most adult non - readers cannot use a map. Obtain a street map of a familiar area and help the student to read the names of the streets he travels on. Help him "plan" trips acrss town to gain facility in the use of road maps.

Supermarket Shopping

Bring in Packages, cans, and labels from common grocery items. Help the student read them. With the student, compose a set of flash cards of items he or she buys at the store. The set may be added to - two or three items a week. Have the student make a shopping list from these items.

Enjoying the Newspaper

Cut picturs and their captions from the local newspaper. Concentrate on high interest items. Help the student read the captions. If this activity is popular, a scrapbook might be kept.

Although the Teacher's Manual provides excellent instruction in the presentation of each lesson, the tutor needs to tailor the material to his student's needs and abilities. Learning will be easier and more effective if the tutor makes a planned outline in preparing for each lesson. This outline also makes a good record of the student's (and tutor's) progress.

Ask Yourself:
(1) What brought my student to class? (where is he now?)
(2) What will keep him coming? (Where will he go from here?)

SAMPLE LESSON PLAN

GOAL			
Start Lesson 8, S. B. 1 (30 min.)	Use Teacher's Manual, pp.53,54	Confuses "pats" with "puts"	Prepare sentences for drill; (Ex.1); Finish Lesson 8.
Work on listening skills, hearing difference between "m" and "n" ending. (10 min.)	Use Sight Word vocabulary; make sentences using S. B. words	Getting the idea; needs more drill.	Make up poem using words in today's sentences. (Ex. 2).
Reading by phrases rather than word-by-word (10 min.)	Make flash card with phrases from last "Experience story"	Went well; forget word "with".	Make up sentences in student's reading vocabulary, using word "with". (Ex. 3)
Review previous lesson's vocabulary (5 min.)	Have student make sentences out of flash card words.	Too easy; student got bored.	Make up Bingo game.
Start new experience story. (25 min.)	Writing ideas: What is your favorite? What T. V. show? What makes you mad?	Word-by-word reading. Good sight word memory; learning to use "Sounding out" method.	Make flash cards of phrases in first two sentences. Make up exercises using verb endings.

Examples for Next Time:

1. Dan - - - the cap in the box.
   Cal - - - Ann's hand.

2. This man is Dan.
   Look at this man.

   That man is Kim.
   Look at him.

3. The man picks up the fish with his hands.
   The girl with the pup is Ann.

LESSON PLAN ASSIGNMENT:
Plan two consecutive class sessions. (Perhaps your observation of a tutor and student at an UPGRADE class will give you some ideas) In your plan, use Laubach materials as well as some supplementary or other materials.

SAMPLE LESSON PLAN - with suggested time allotments for each activity

	Goals	Method	Evaluation	Next Time
30 min.	1. S.B.2 - lesson 7 read chart and story	Use T.M. pages 85,86	Confuses from and for	Make up sentence completion exercises with from and for (Ex.1)• finish L. 7 (listen and write; homework)
10 min.	2. Work on phonics-in-pattern	Use bed and letter from S.B.2, L. 7 chart; dictate words for student to spell	Difficulty with blends in bled and fled	Make up oral exercises in hearing bl and fl blends (Ex.2)
10 min.	3. Reading by phrases rather than word-by-word	Make up flash cards with phrases taken from last experience story	Went well; forgot word when	Make up a few sentences from student's reading vocabulary with when(Ex. 3)
20 min.	4. Begin new experience story	Writing suggestions: What did you do over the weekend? What 3 things would you most want your child (or grandchild) to learn in life?	Word-by-word reading; good memory; used phonics analysis and context clues on new words.	Make up phrase flash cards from 1st two sentences-make up exercises using contractions I'd, he'll and doesn't.
10 min.	5. Develop listening comprehension.	Read Chapter 9 of Martin Luther King to student; ask questions	Enjoyed Chapter	Read Chapter 10; ask vocabulary, detail, inference questions. (Ex. 4)

✦ Examples for Next Time

1. Thank you _____ the eggs.
   Fresh red apples come _____ the valley.

2. What 2 letters do you hear at the beginning of blow, blimp, blight?
   Which 2 words have the same beginning sound - blue, bat, blood? -
   Can you give me another word that begins with the same sound you hear at the beginning of blot, black, blister?

3. _____ I am sick, I go to bed.
   Bill goes to bed _____ it gets dark.

4. Vocabulary - What does boycott mean?
   Detail - How did the people learn about the boycott?
   Inference - Who do you think most disliked the boycott? Why?

AN INTEREST INVENTORY Name:_____ Date:_____

Instructions: The tutor may administer this as an interview or may have the student fill it in on his own.

1. When you have some time to use as you want to, what do you do? _____

_____

2. Do you read magazines regularly? _____ If so, name the magazines._____

_____

3. What three topics do you most enjoy reading about? _____

_____

4. Do you read a daily newspaper regularly? ___ If so, what are your favorite parts of the paper? _____

_____

5. Do you watch television regularly? _____ If so, what are the three programs (or types of programs) that you enjoy most? _____

_____

6. Do you listen to the radio regularly? _____ If so, what are the three programs (or types of programs) that you enjoy most? _____

_____

7. Do you go to the movies regularly? ___ If so, what are the best three movies you have seen in the past year? _____

_____

8. Check those topics below in which you have an interest. (Add other topics, if some in which you are interested are not included.)

_____ Adventure
_____ Humorous stories
_____ Sports
_____ News stories
_____ Love stories
_____ Science
_____ Science fiction
_____ Mystery

_____ Politics
_____ Animals
_____ Automobiles
_____ Gardening
_____ Cooking
_____ Clothong
_____ Travel
_____ History

_____ Mathematics
_____ Poetry
_____ Drama
_____
_____
_____
_____

Suggestion to tutors: Obtain this information over a period of weeks through informal conversation, rather than asking for it directly.

Date_____
Tutor's Name_____

CHECK LIST OF READING SKILLS

Student's Name_____

INSTRUCTIONS: Using the results of the "Skills Inventory," write "ok" in the blank to the left of the skill. Later, as a skill is learned, write "ok" in the blank and then the date to the right of the skill, as "10/13/72."

Comprehension Skills

_____1. Identifying main ideas
_____2. Identifying details
_____3. Reading to place events in sequence
_____4. Reading to draw inferences
_____5. Reading to draw conclusions
_____6. Reading to evaluate
_____7. Reading to follow directions
_____8. Knowing word meanings
_____9. Getting meaning from context
_____10. Adjusting rate to purpose and difficulty level

Word Recognition Skills

_____1. Using context clues
_____2. Adding endings with no change in the root
_____3. Adding endings with change in the root
_____4. Identifying contractions
_____5. Identifying compound words
_____6. Identifying prefixes
_____7. Identifying suffixes
_____8. Breaking words into syllables
_____9. Using phonics
    _____A. Consonants
    _____B. Vowels
    _____C. Consonant blends
    _____D. Consonant digraphs
    _____E. Diphthongs
    _____F. Phonics principles

Work-Study Skills

_____1. Using the dictionary
    _____A. Alphabetizing
    _____B. Opening the dictionary
    _____C. Using guide words
    _____D. Selecting correct definition
    _____E. Using pronunciation spellings
    _____F. Locating roots
    _____G. Using accent
    _____H. Interpreting abbreviations
    _____I. Using special listings
    _____J. Locating correct spelling
_____2. Using table of contents
_____3. Using index
_____4. Using encyclopedias
_____5. Using atlas
_____6. Reading graphs
_____7. Reading charts
_____8. Reading tables
_____9. Reading maps

(Excerpt from "Tutor's Handbook" developed by Dr. Ira E. Aaron, Reading Dept., University of Georg

PRESCRIPTION SHEET

Tutor_____ Meeting Time_____

Student_____ Meeting Place_____

Date	Skill Prescribed	Materials Used	Page No.	Test Score	Comments

ATTENDANCE FORM

Name of Student..... .. .. Date..... . ..

Name of Tutor . . . .

Monday		Tuesday		Wednesday		Thursday		Friday	
A.M.	P.M.	A.M.	P M	A M.	P.M.	A.M.	P.M.	A.M.	P.M.

Number of sessions attended .. .. (monthly)

Number of sessions missed ..... (monthly)

Number of hours tutored ..... (monthly)

THAT ALL IMPCRTANT FIRST CLASS WITH YOUR STUDENT
(Some Suggestions)

1. Arrange a convenient time and place for meeting. Call to make certain he/she knows the time and place if this has been arranged by co-ordinator.

2. Be there on time, or a little early-be prepared for several activities, with various materials. (see lesson planning) Check as to comfort of surroundings.

3. Greet student and put him/her at ease. Short, relaxed conversation should convey your respect and confidence in him; perhaps discuss his and your hopes as to what tutoring will accomplish. The first meeting will tend to be less formal than later ones.

4. Establish the names, titles you will call each other. Make certain you have his name, address & phone number where he can be reached, and he has yours. (perhaps you can write it on his book or notebook) Make certain the time and place of meeting is truly convenient for student.

5. Inform your student that you are not a professional; subject to mistakes or nervousness. Put the burden of the success of the session upon <u>your</u> shoulders. This should put your student at ease; he will realize that all the problems are not his own.

6. Treat your student as your equal (for he is). Do not talk down to him, do not use words beyond his comprehension; this could be frightening. If student is of different ethnic group, do not waste time convincing him of your impartiality. Your very presence as a volunteer tutor is a sign of your good intentions.

7. Give an informal reading test if this has not been done. You will have to establish at what level you will be working, in a non-threatening way.

8. Begin tutoring with appropriate materials.

9.

10.

Be sensitive to student's spoken and unspoken reactions, as he will be to yours. It is your responsibility as tutor to take the initiative in establishing a friendly, trusting, postive relationship.

****

Suggested reading materials for future tutors:
NSE Teacher's Manual (Dr. Frank Laubach) pp. 17-20
Handbook for Volunteer Reading Aides, (Norma Brookhart) Chapter 3
Tutor(Calvin, Root) Chapter 4
Teaching the Disadvantaged Adult (Curtis Ulmer) Chapter 5
Tutor's Handbook (Ira E. Aaron) pp. D, E, F.
Tutors Handbook (National Reading Center) pp. 6-10

Marjorie Whalen
Lonnie Fogle
Operation Upgrade
of Baton Rouge, Inc.

OPERATION UPGRADE

Right-to-Read

VOLUNTEER SELF-EVALUATION FORM

HOW AM I DOING?

1. Do I plan for the activity to which I have been assigned thoroughly, hit and miss or just do something?

2. Do I make myself helpful by offering my services to the student when there is an obvious need for more help?

3. Do I have a plan for getting the confidence of my student?

4. Do I observe closely so as to know adults' likes, dislikes, preferences, enthusiams, aversions, etc.?

5. Do I find opportunities for giving students choices or do I tell them what to do?

6. Have I given some individual help in writing?

7. Did I observe closely the techniques used by the trainer, and follow through when I was working with the student?

8. Do I emphasize the times when students behave well and minimize the times when they fail to do so?

9. Do I really listen to what students have to say?

10. Do I evaluate myself at intervals?

11. Do I accept criticisms and suggestions without becoming emotionally upset?

12. Do I follow directions of the trainers and instructional materials?

13. Do I give the student adequate notice of absences by reporting to the student or officer before the class is scheduled. (in case of a last minute emergency)

15. Do I realize that my whole purpose for being in the classroom is to assist the student in order that the students might progress more rapidly?

16. Do I give too much help to students rather than allowing them time to think?

17. Do I refrain from interfering with student's personal life, unless called upon for assistance? (And then only proceed in a cautious manner)

18. Do I avoid criticism of the student and the organization?

REFERENCES FOR UPGRADE TUTORS

Available at the UPGRADE center (book closet)

Teaching the Disadvantaged Adult by Curtis Ulmer.....$ 1.60
Good gereral information on background of undereducated adults in American society

Handbook for Volunteer Reading Aides by Norma Brookhart.....$ .50
Tutor-student relationship
Steps for organizing a local literacy program

*Guidelines to Teaching Remedial Reading to the Dis- .....$ 2.10
advantaged by Lillie Pope
Contains word lists for ear-training exercises and many practical suggestions for teaching reading for a tutor in a volunteer program

*Low-Income Life Styles - Government Printing Office Publication.....$ .35
Collection of articles about attitudes and practices of low-income family styles of life

*Toward World Literacy by Dr. Frank Laubach.....$ 4.95
Dr. Laubach's story of his world-wide literacy work; Part II of the book covers writing for new adult readers (one copy available for loan; may be ordered from UPGRADE)

Handbook for Literacy Missions by Mildred Blankenship.....$ 1.00
How to treat the adult non-reader, excellent ear-training suggestions

Read by Ruth J. Colvin & Jane H. Root.....$ 1.00
Reading Evaluation Adult Diagnosis
Excellent, practical help in finding reading level and diagnosing problems

Tutor by Ruth J. Colvin and Jane H. Root.....$ 2.70
Techniques Used in the Teaching of Reading--a handbook for teaching basic reading to adults and teenagers.

Tutors Handbook prepared by the National Reading Center.....Loan only
Tutoring tips and principles, very good section of sample lessons prepared for children, but easily adapted for adults.

Tutor's Handbook by Ira E. Aaron.....Loan Only
Excellentreading activities to help students overcome weak areas; prepared in two sections, K-4 level, and 4-8 level

Locating and Correcting Reading Difficuties by Eldon E. Ekwall.....Loan Only
Reference for helping student correct 26 specific reading difficulties. Not too technical for tutors, though written for reading teachers.

* ALSO FOR LOAN

AN INFORMAL WAY TO FIND THE READING LEVEL OF A STUDENT

The reading level of your student can be determined by having him read sample passages from the New Streamlined English Skill Books and correlated readers. You can find the sample reading level on which to begin by asking the student casual questions about his educational background.

1. Identifying reading levels - There are three reading levels that can be generally identified for all students.

   (1) Independent reading level: At which your student makes two or less reading errors in a 100 word passage and comprehends at least three-fourths of the main ideas. At this level the student should be able to read independently without teacher assistance.

   (2) Instructional level: At which your student makes three to five reading errors in a 100 word passage and comprehends at least three-fourths of the main ideas of the passage. The student needs instruction and careful tutoring by the teacher.

   (3) Frustration level: At which your student makes six or more reading errors per 100 words and comprehends less than three-fourths of the main ideas of the passage. This level is too difficult for instruction.

2. Identifying reading errors - Reading errors you may make note of are:

   (1) mispronunciations
   (2) omissions (entire words)
   (3) additions
   (4) substitutions
   (5) reversals
   (6) repetitions (only if the student goes back two or more words to repeat)

Follow these guidelines for marking errors:

   (1) If student hesitates several seconds on a difficult word, pronounce it for him and mark it as a mispronounciation error.

   (2) An error is counted as a repetition error only if student goes back two or more words to repeat.

   (3) The same error in any one paragraph is counted only once.

   (4) Spontaneous corrections do not count as errors.

   (5) Common reversals are saw and was; on and no; pot and top; now and won, etc.

   (6) Substitutions are not reversals, but substitution of one word for a completely different word. Ex: He walked down the street might be read He walked down the sidewalk.

(7) Omissions of word endings are not counted as mispronunciations if they are a part of the natural spoken dialect of the student.

(8) Dialectical pronunciations are not scored as mispronunciations. Ex: His sister is pretty, read Hees seester ees preety.

You may circle words in a passage where errors occur. Our purpose is to identify number rather than kind of errors. (But you may note the latter if you choose.)

The procedure

Use the New Streamlined English Skill Books and correlated readers to identify the independent, instructional, and frustrational reading levels for your student. Mark off a sample of reading materials near the beginning, middle and end of each book in the series. Each sample should be 100 words long. Make a note of the main ideas in each passage and prepare at least four questions about those main ideas.

Beginning with the first passage from the easiest book, a passage that you are fairly sure that the student can read easily, tell the student to read the 100 word passage aloud. Count the number of reading errors he makes and cannot read without help. Do not count words which he misses but corrects himself. Also, ask him four questions about the main ideas of the passage and make note of the answers.

Keep going on to the harder passages until you identify the passage which marks the beginning of the student's independent level. Anything above that will be his instructional and frustrational levels. Continue the reading process until you have identified the student's instructional and frustrational levels per the above descriptions. His frustrational level, then, would be one level above his instructional level. But, in time, his frustrational level will become his instructional level as he progresses in reading skills.

frustrational level	-	difficult reading
instructional level	-	reading with teacher aid
independent level	-	easy reading

For further information write to:
NALA, Box 131
Syracuse, New York, 13210

SAMPLE LIBRARY CARD

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Home address_____
Name of firm or employer_____
(indicate whether occupation of self, husband or parent

Business address_____
Home telephone_____ Business telephone_____

**
Student: Grade_____ Age_____ Parent's first name_____
School_____

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*Give middle name if single. Give maiden name if married

**This part does not apply to adults.

Preface Sheet #6 Additional Tutoring Methods

People learn to read through a variety of methods and no one method alone is likely to assure maximum results. In the course of the Operation Upgrade tutor-training workshop, the volunteers are introduced to several techniques of teaching reading.

The pages on the "Experience Story" were written by an Upgrade tutor from her experience with the technique. The presentation of the use of the technique takes about an hour. It is usually presented toward the end of the workshop because the illustrations of how to prepare a "word study" serve as a summary of the reading skills discussed in the workshop.

The pages on "Writing for New Readers" really provide the nucleus for a separate, specialized workshop, but are included in the kit and are referred to briefly to suggest writing as a tutoring technique, and to give the tutor guidelines to use when re-writing material of special interest to his student.

VAKT is included as another technique to aid the student in word recognition skills since the multisensory approach may work with a student who may need more than just visual and aural stimulation. Tutors may follow the directions given in this approach or a variation of it.

THE EXPERIENCE STORY APPROACH TO TEACHING READING
(Adapted for the one - to - one tutoring situation)

The more techniques you apply in teaching reading, the better tutor you will be. One technique which has proven effective (after an initial "get-aquainted" period) is the experience story approach to reading. The student dictates, or writes if he has some writing skills, a story about himself - his personal experience, his interest, his ideas. From the story you, as tutor, can then help your student develop reading skills.

The experience story approach to reading is used primarily for teaching the word recognition skills. The emphasis is on the student developing a large stock of sight words, plus learning many different techniques for independently decoding unknown words.

Below is a chart indicating the reading skills and goals to be developed.

Reading Skills	Goals
1- sight vocabulary	1- student will recognize words instantly without any analysis. Student will eventually develop a large stock of sight words.
2- phonics	2- student will use phonics knowledge to independently analyze unknown words.
3- phonics-in-pattern (word families or rhyming words)	3- student will learn the sounds of letter combinations that are common in our language in order to quicken the "sounding-out" process.
4- other word recognition skills: contractions, compound words, prefixes, and suffixes, syllabication, context clues, word endings	4- student will learn that there are many different ways of decoding words.

Technique for getting started

What kind of stories your student will dictate to you will depend upon several factors: the rapport established between you and your student, your students ability to express himself, and the kinds of questions you ask your student in helping him to express himself. Be sincere, tactful, patient, and sensitive to your student when using the experience story approach. If you can touch an " inner wellspring" within your student, if you can get him to discuss those things which are most important to him in life; the stories he will then dictate will be alive with his personality. What a wonderful way to then teach reading skills-from stories vibrant with your student's unique personality!

Mary West
OPERATION UPGRADE
Of Baton Rouge, Inc.

(Techinique for getting started, continued)

Now let's get started on the mechanics of this personalized approach. First, your student dictates a story. As he dictates, you carefully and neatly print his exact words on a sheet of paper. When dictation is over, you slowly read back, phrase by phrase, the story to your student. You may do this two or more times, depending upon your student's desire to hear the story read again.
Second, you ask your student to read back his story to you, still using your dictated version. How much you ask your student to read back - a sentence, a paragraph, or the entire story - will depend on your student's ability.
Third, your student will copy the story in his notebook, using your dictated version as his guide. How much you ask your student to copy - a sentence, a paragraph, or the entire story - will again depend upon your student's ability. As your student prints each word, ask him to use this technique:

Tutor "Read the word out loud.
Spell the word out loud.
Write the word on paper, spelling it out loud as you write it.
Read the word again.
Now go on to the next word in your story. When you finish writing a sentence, go back and read the entire sentence."

Finally, your student will have his own printed version of his dictated story in his notebook. You will then use his story to teach him the reading skills. Suggestions for teaching the reading skills are listed on pages 3 and 4 of this booklet.

The following story is a copy of an original student story dictated to the tutor. Following the story are suggestions for teaching the reading skills.

A Field Trip to Angola

We went to Angola on a field trip. We got out of the car and started looking around. I saw deputies on horses in the fields with the prisoners. I wouldn't want to work in the fields because someone might hit me in the back with a shovel.

Then, we went to the prison on the outside and talked about what was going on inside the prison. The warden said he has to find a new doctor because none of them want to take the job.

He said something that wouldn't want me to go there at all. He said one of the prisoners had got killed by another prisoner and the prisoners went on the side of the building to bury him.

It is fear that wouldn't want me to go to Angola at all.

Suggestions for teaching reading skills based on A Field Trip to Angola.

① Developing sight vocabulary

a) Use flash "word cards" for difficult words:
Ex: shovel | wouldn't | another (These can be alphabetized to teach alphabetical order)

b) Use flash "phrase cards" for phrase reading as well as reading in context:

Ex: I saw$_1$ / deputies on horses$_1$ / in the fields$_1$ — with prisoners$_1$ — I wouldn't$_2$ / want to work$_2$ / in the fields$_2$

Have student read "phrase cards" in order first. Then, shuffle them up and have him re-arrange cards in order. The numbers on each card are guides in helping student arrange cards in original sentence order.

c) Use "fill in the blank" exercises for reading in context and sight vocabular

Ex: Fill in the blank with the right words. (work, hit, shovel, wouldn't, fields, back)

I _____ want to _____ in the _____ because someone might _____ me in the _____ with a _____.

② Developing phonics and phonics-in-pattern

a) Student should use a separate sheet in his notebook for each phonics category.

Ex:

page 1	page 2	page 3
short vowel sounds a e i o u back ent hit got ___ ___, ___, ___, etc.	long vowel sounds ā ē ī ō ū take we might go ___ ___, ___, ___, ___, etc.	special vowel sounds (out), l(oo)king, sh(ou)t, etc.

Ask student to locate in his story the words you call out (use only one category at a time), spell the words on his paper, and pronounce the vowel sound of each word. Teach phonics principles from the separate sheets. If student cannot isolate and pronounce vowel sound on his own, ask him a simpler question, such as "Do you hear the sound /ă/ or the sound /ā/ in the word back ?

b) On a separate sheet ask student to make the heading "Words that sound alike." Then, ask student to locate a particular word in his story that you call out, spell it on paper, circle the common letter combination in the word (which you specify for him), and then spell rhyming words which you call out.

Ex: Tutor-
1- Find might. Spell it on your paper.
2- Circle the sound /īt/ (ight)
3- If m-i-g-h-t is might, how do you spell light, etc?
4- What does each word have in common?
5- What sound does i-g-h-t have?
6- Now let's go back & read each word in the list (might, light, etc.)

c) Make up flash cards, using both sides of card, such as:

Side 1	Side 2
ī ight	might fight light right

d) Make up "fill in the blank" exercises with phonics-in-pattern words.
Ex: pick - sick; I am _____.

③ Developing other word recognition skills

a) Use a separate sheet in student's notebook for each skill.

Ex.:

page 4	page 5	page 6	page 7
syllabication	contractions	compound words	endings
Angola	wouldn't	someone	started
doctor		outside	looking
		inside	deputies
		something	prisoner

Follow the same technique as above (2.a.) - ask student to locate and spell the words on his paper.

b) Make up exercises, using words from the separate sheets.

Ex.: Compound words - match column 1 with column 2

some	side
out	thing
in	one
some	side

Ex.: Endings - circle the ending in each word. Write the root word.
started start
looking
prisoner

Ex: Syllabication - (Tutor will give as much help as required for this exercise; this is a teaching situation, not a test.

Spell the word	Divide into syllables	Write the number of syllables	Spell the vowel sounds
Angola	An - go - la	3	a - ō - u
doctor	doc - tor	2	o - er
someone	some - one	2	u - u

Notes: What you teach in each experience story will depend on your student's reading level. For example, in teaching syllabication, the skills are graded from hearing the number of syllables per word; next, defining of a syllable; finally, dividing between syllables and learning a few rules.

EXAMPLE

Teacher's sheet on word study from A Field Trip to Angola - A guide the tutor made up and kept with her lesson plans to teach word recognition skills.

short vowel sounds	long vowel sounds	special vowel sounds	syllables	endings	words that sound alike	other
went	find	out	Angola	started	started	someone
trip	might	car	because	looking	Bart	outside
got	side	around	somebne	prisoner	cart	inside
back	take	saw	inside	going	dart	something
job	go	because	warden	talked	mart	wouldn't
at	by	about	doctor	killed	part	
it	me	ball			tart	
is	we				looking	
					book	
					cook	
					hook	
					nook	
					took	
					brook	
					around	
					bound	
					found	
					hound	
					mound	
					pound	
					sound	
					ground	
					find	
					bind	
					hind	
					kind	
					mind	
					rind	
					wind	
					grind	
					all	
					ball	
					call	
					fall	
					mall	
					tall	
					wall	

a e i o u
(column headings on student's short vowel sheet)

ā ē ī ō ū
(column headings for student's long vowel sheet)

Suggested technique to use with student:

Tutor:

1- Find the word "went" in your story.
2- Spell it out loud.
3- Under what vowel heading will this word go?
4- Write the word.
5- What is the vowel sound?

EXPERIENCE STORY HOMEWORK ASSIGNMENT

Below is a story dictated by an Upgrade student.

1--Work up a teacher's sheet on the word study. (See example)
2--Make up three exercises to develop sight vocabulary and other word recognition skills (word endings, syllabication, etc.)
3--Make up flash word cards on words you feel the student may find difficult.
4--Make up flash phrase cards using several story sentences.

(This exercise may be done on a sheet of paper; the flash cards may be simulated.)

My New Baby

I only saw my baby once. He looked just like me. He have dark hair like me and a little round nose like me too. Jill's mama said she didn't want me there because she already had another person there that looks just like me. I started laughing and the baby woke up crying. I gave him his bottle. His name is Robert Hills. When I had him in my arms I just freeze.

Note: The story was written down just as the student related it, utilizing his normal speech patterns. The tutor felt this was not the place to teach standardized grammar.

The names in the story have been changed.

AN INTRODUCTION TO WRITING FOR NEW ADULT READERS

NOTE: (a) Writing can and should be done by the tutor for his student.

(b) Writing that is done by the local program, under the direction of an editor who has had training and experience in writing for the new reader, should be used as an integral part of the student's lesson plans.

I. PURPOSE OF TUTOR WRITING

A. Motivation of Student

1. Use personalized stories (Mrs. Blue's Baby) to emphasize the I-thou relationship; help student-tutor communications.

2. Give additional practice on same level for weak skills; using different drill to avoid boredom and memorization and reinforce newly acquired skills. (Eggs and Legs)

3. Stimulate ear-training through controlled introduction of new words for drills on specific sounds: vowels , consonant blends, etc. (The Pig's Jig)

4. Introduce new words used in student's work or play---cater to the student's personal interest. (Carpenter's tools & activities)

5. Encourage reading for enjoyment and instruction. This is one of the primary objectives of New Readers News. Examples: Christmas subjects, recipes, etc.

6. Emphasize experience in reading for comprehension.

B. Encouragement of Student to Express Himself in Writing

1. Use of writing skills to reinforce reading skills; "write your own book" is a good example. (Mr. Smith's Story)

C. Enhancement of Tutor Skills

1. A primary purpose of this presentation is to enable the tutor to better evaluate supplementary materials.

II. METHOD

A. Put down your thoughts first; then simplify. ((Driver's License)

B. Keep it interesting; "Better read than dead".

1. Techniques for keeping it interesting are:

a. Have a beginning, middle and an end (Will Hill and Jill)

b. Be accurate, be concrete, be specific

c. Be active rather than passive; avoid the verb "to be"

d. Use human interest.

(1) Personal words -- names, pronouns and gender words (girl)
(2) Personal sentences -- quotations, direct address, questions("Have you ever.....?")
(3) Conversation -- idiomatic, intimate, authentic, looks good in print, dramatic appeal

III. TECHNIQUE

A. Know how to use a word list; what is controlled vocabulary?

B. Limit introduction of new words; no more than 5 per hundred words; repeat each 5 times.

C.. List new words at beginning of story; recheck words carefully.

D. Keep sentence length short, but varied; average 10 words, no more than 20.

E. Have an interesting title.

F. Print clearly, using the same print in the Skill Books, space well.

IV. ASSIGNMENT FOR HOMEWORK:

A. Write a story for an imaginary student...print nicely.

1. Use vocabulary from Skill Book 1. (alphabetized list in back of SB)

2. Allow 5 new words (with short vowel sounds)... repeat 5 times.

3. Limit: 100 words (50 to 75 better).

4. Include a list of all new words used; check carefully.

5. Tell purpose for which story is intended.

6. Use student's name in story. (Be sensitive to student's attitude.)

B. Rewrite something for New Readers' News in S. B. 3 vocabulary.

1. Choose an appropriate category: directions, newspaper article, recipe, feature article.

2. Lagniappe: do an original story or poem.

TIPS ON KEEPING WRITING SIMPLE FOR THE N.R.

1. Keep average sentence length below 10 words--never more than 20.

2. Don't pad. Don't use more words than you need.

3. Avoid abstractions, i.e., "A clean child will be a happy child." is better than "Cleanliness will make for happiness in children."

4. Use spoken English rather than academic English.

5. Remember that a word used with a different meaning or as a different part of speech may have to be considered a new word even if it can be recognized to read.

6. Whenever a pronoun is used, be sure it is clean to whom it refers. It is best to keep antecedents close to pronouns, and repeat them frequently.

7. Use the most common English word orders--subject, verb, object.
As a student advances, the individual words do not tend to give him as much trouble as the sentence structure.
Difficult constructions are:
   - Long modifying phrases
   - Long subordinate clauses (Avoid use of work "which," except in questions.)
   - Two word verbs
   - Passive voice
   - Conditional clauses
   - Double negatives
   - Complicated question forms

8. Avoid use of passive voice, i.e., "The people did a good job." is better than "A good job was done by the people."

9. Be aware that present tense verbs are simplest, and regular past tense is easier than irregular, the hardest verb of all to learn.

10. Avoid abrupt changes of tenses. Use clear "signals" warning of a change in tense, such as "yesterday," "before that," "then," etc.

11. When your sentence "echoes" a bit of the preceding ones, the thought is not so easily lost to the slowly-reading new reader.

12. Be sure to explain in your writing any technical or overly large words that are necessary to use.

13. Be sure that all parts of the story are relevant to the whole.

14. A known root word may be changed to another of its forms after the lesson here indicated and need not be considered a new word, provided the basic meaning does not change:

"ing" added	after lesson 7, S.B. 1
Possessive "s"	" " 2, "
plural " s"	" " 5, "
plural " es"	2 " 11, "
past tense :ed", "ied"	" " 11a, " 2
nouns converted to verbs and vice versa (same meaning)	at any time
"s" added to or subtracted from verb because of subj. change	"
"ies" or 'es" added to root verb because of subject change	list as new word

15. Try to keep new words down to as low a number as possible, preferably below 5 for an average 100-word story. However, it is better to use a new word than to give a hazy meaning or an unnatural or incorrect usage in order to avoid it. Use any new words often so they can be learned by usage. CHECK EACH WORD. Otherwise many little words, simple to you but new to the student, are bound to creep in.

16. A new reader usually finds complicated sentence structure more difficult than new words.

17. Watch your flow of sequence and be sure it is logical and smooth. Find the path between a ridiculous recital of dtail and too large segments left to the imagination.

18. Use devices to simplify and clarify. i. e.;
"1,2,3" tecnique
diagrams
easy page and paragraph arrangement
clear print, as close as possible to that in the skill Books
eye-catching, helpful illustrations strategically placed.

19. Some tips on a good format for the beginning reader:
a. Print that is not too small but not degradingly large (never all capitals).
b. Double space (or at least 1 1/2 space on typewriter).
c. One sentence to a line. If necessary to break a sentence, do it between phrases and indent on second line.
d. 2 to 4 spaces between paragraphs, with no indentation of ist line.
e. Quotation on separate line, slightly indented, to set it off. Single space if quote has more than one line, to help it seem to "hang together" until quotation marks are better known.
f. Too much writing is frightening; have uncrowded page, wide margins.
g. Illustrations next to words illustrated.

20. Be sure of your facts. However, all our writing is a compromise; be accurate but communicate. ABOVE ALL, KEEP IT INTERESTING.

21. First put down what you want to say, then re-write, in adult terms.

53

We Live in Baton Rouge

The place you live has a name. The name is Baton Rouge. You live there. I live there. We live there. We live in Baton Rouge.

Where is Baton Rouge? Baton Rouge is next to the river. You know the name of the river. The name of the river is the Mississippi. Baton Rouge is next to the Mississippi River. We live on the east side of the river. Baton Rouge is east of the Mississippi.

East Baton Rouge is the name of our parish. A parish is a part of Louisiana. There are many parishes in Louisiana. East Baton Rouge Parish is one of them. All people of Louisiana live in a parish. We live in East Baton Rouge Parish.

A parish has much land. Cities are built upon part of the land. The rest of the land has no cities. The land which has no cities is called country. Some country land is used for farms. Some country land is not used at all. Our parish has three cities and much country land.

We live in the biggest city in our parish. The name of this city is Baton Rouge. The city has the same name as the parish. The City of Baton Rouge is in East Baton Rouge Parish. Our parish has two other cities. These two cities are small. The small cities are named Baker and Zachary. Baton Rouge, Baker and Zachary are the only cities in our parish.

You know about one more place in our parish. The name of the place is Scotlandville. Scotlandville is not in the country. But, Scotlandville is not a city. Scotlandville has more people than Baker. Baker is a city. Scotlandville has more people than Zachary.

Zachary is a city. Why is Scotlandville not a city? Scotlandville is next to the city of Baton Rouge. But Scotlandville is not a part of the city of Baton Rouge. Why is Scotlandville not a part of the city of Baton Rouge?

I live in Baton Rouge. You live in Baton Rouge. We live in Baton Rouge. We live in the city of Baton Rouge. Our city is in East Baton Rouge Parish. Our parish is on the east side of the Mississippi River. Our parish is in the state of Louisiana.

Teachers' Explanation for "We live in Baton Rouge"

This particular article was carefully analyzed to determine its suitability for new readers. First, all the words in the article were listed alphabetically and the total number of times each word occurs was determined. Each word was checked against lists (found in Toward World Literacy) of most frequently used words in the English language. List I includes the 500 most frequent, and List II, the next 500. The syllables in these words were also counted (using a short cut suggested by Laubach).

The results are tabulated below.

	Different Words	Total Words	Total Syllables
Words from List I	62	303	362
Words from List II	2	9	9
Others (in this case, all proper nouns)	7	67	146
TOTALS:	71	379	517

For example, "east" and "farms" are the two words which occur in List II. "East' was used eight times and "farms" was used once for a total of nine. These are one-syllable words, so the entry in the third column is also nine. Finally, the sentences were counted. There are 53 of them.

We can calculate from the above information that a person who has mastered List I will encounter only one unfamiliar word in 42 words of text. Laubach would classify this as a State II article; up to one new word in 20 is permissible. Of our nine new words, one occurs once, four occur four times, one eight, one nine and two twenty-one times

Laubach also suggests that the average sentence should not exceed 8 to 10 words. "We live in Baton Rouge" contains 53 sentences for an average of 7.15 words.

The "reading ease" was computed in two ways. The first, due to Flesch requires a computation of the average number of syllables per hundred words (136.5 in this case) plus the average number of words per sentence. The reading ease score can be found in a table in Toward World Literacy. For "We Live in Baton Rouge," it is 84-85. Laubach recommends a minimum of 85 (average of 90)for new readers.

The second method due to Gunning uses the average number of words per sentence, plus the number of words per hundred containing three or more syllables. All such words in this article are proper nouns, which are expected by Gunning. The score is computed from a formula given in Toward World Literacy. The result called the "fog index" is 2.9 for "We Live in Baton Rouge." Laubach recommends a maximum for index of 6 (with 4 and under preferred) for new readers. The numbers are supposed to be close to the school grade level necessary to read the article.

Flesch counts all proper names: Gunning counts none. This is why the two formulae give such different results when applied to "We Live in Baton Rouge." If we eliminate proper nouns, Flesch climbs to 99-100; if we count proper nouns, Gunning rises to 5.50.

Flesch has also developed a "Human Interest" test. "Personal words" and "personal sentences" add to the human interest in an article. With definitions provided by Laubach, one finds that 5.8% of the words and 9.4% of the sentences in "We Live in Baton Rouge" are personal. The human interest score (from another table in Toward World Literacy) is therefore 21-25. Although Flesch calls such an article "interesting," Laubach says that 40 is the minimum for beginning readers. It is possible that this rule of thumb underestimates the personal impact of this particular article upon local citizens.

STORIES USED IN OUTLINE FOR WRITING FOR NEW READERS SEGMENT FOR READING TUTORS

A. Short stories — instructional - can be written at the very start of tutoring:

After Lesson 1, teach student her name.

Mrs. James is a girl.
Mrs. James has a bird.
Mrs. James has a bird in her hand.

After Lesson 2, teach her son's name.

John is kicking.
John is jumping.
John is kicking and jumping.

After Lesson 3...

The fish is in the river.
The fish is in the pan.
The fish is in the dish.
The fish is in the man!

B.* Skill Book 1 level — "Mrs. Blue's Baby" is a story written by a teacher and her student as part of a lesson. Good example of tailor-made story — to heighten interest of student:

Princess (New words: Princess, pretty, baby, love, she)

Mrs. Blue has a baby. The baby is a girl.
The baby is Princess.
Princess is a pretty baby girl.
She looks at Mrs. Blue. She kicks her legs.
Mrs. Blue pats her baby.
Princess yells and Mrs. Blue picks her up.
Mrs. Blue loves her baby. Princess loves Mrs. Blue.

(What words from Skill Book 1 were used?)
has, a, the, is, girl, looks, at, kicks, legs, her, pats, yells, picks

C. Skill Book 1 level - Additional practice on a weak skill — in this case, short e sound:

EGGS AND LEGS New words: his, at, my, falls, hump, bump, lump

Ed sells eggs.
Ed lives in a valley.
Ed sells eggs in the valley.
Ed yells and yells.
Ed yells and sells eggs.
Ed sells and sells.
Ed sells eggs and eggs and eggs.

Ed's box of eggs falls on his legs.
Kicking his legs, Ed yells and yells,
"Look at the eggs, eggs on my legs!
Look at my legs; eggs, eggs, eggs!"

Ed's legs jump. Ed's legs hump.
Ed's legs bump.
Ed's legs hump, bump, and jump.
Ed's eggs lump, lump and lump.

*Skill Books referred to are included in New Streamlined English Series, published by NEW READERS PRESS, Box 131, Syracuse, New York 13210.

D. Stimulating Ear Training — in this case, use of rhyming words, Skill Book 2 level

(short i practice)

A Silly Story — THE PIG'S JIG

This is a big pig.
This big pig has a wig.
This is the big pig in his wig.
Dig this big pig's jig in his wig rig!

Word study: PIG'S JIG

rhyming words:		
	big	rig
	pig	dig
	wig	jig

(short a practice)

A Silly Story — NAT THE CAT

Look at that cat.
That cat is Nat.
Nat has a flat hat.
Check that cat in his flat hat.
Pat sat on his hat.
That's why it's flat!

Word study: NAT THE CAT

rhyming words:		
	cat	at
	Pat	that
	sat	flat
	Nat	hat

E. List of carpenter's tools and activities: hammer, saw, nails, wood, inch, etc.

F. Current copy of New Reader's News, Student newsletter published by OPERATION UPGRADE OF BATON ROUGE, Inc.

G. MR. SMITH

My name is Lester Smith.
I am a yard man.
I work in the yards at
Southern University.
I cut grass. I trim bushes.
I help keep the yards clean.
I like my job because I like
to work with my hands.
I like to work out of doors.

Word study: yard, work, like, Southern University

This story could be written by student with help of tutor. As an alternative, the tutor could write this story after a conversation with a non-spelling student, using words needed for student's reading vocabulary.)

H. MOTORCYCLES

Motorcycles are fun to ride. But some are dangerous. To ride on the street you should have lights, blinkers, and license. But some people don't like two-stroke motorcycles because they're noisy, so we have a four-stroke Honda SL 70 which is very quiet compared to others. I like motorcycles.

...Tim Whalen, age 12

Can you find in your story...

compound words?	detail?
hypenated words?	short vowel?
contractions?	long vowel?
prefix? suffix?	special vowel?
plurals?	silent e?
main idea?	voiced th?

V - visual (sight recognition) **A** - auditory (reinforcement by hearing) **K** - kinesthetic (bodily movement) **T** - tactile (sense of touch)

---

① Purpose

A method of instructing a non-reader. (tracing)

Must start on a one-to-one basis.

Can be used to learn sight words.

Can be used for a Spelling lesson.

② Materials

Paper. (4" x 14") Should be rough.

Dictionary. (for syllables)

Crayola or chalk, tablet and pencil.

Index cards (3" x 5")

File Box with alphabetical dividers.

Method

③ Teacher or tutor:

Say the word. (Pupil is asked to recognize number of syllables.)

Check in dictionary. (for syllables)

Write word

on strip of rough paper

with crayola

large writing (at least 2" letters)

Underline syllables

Do not allow spelling of word when tracing.

④ Pupil's part:

Look and say whole word.

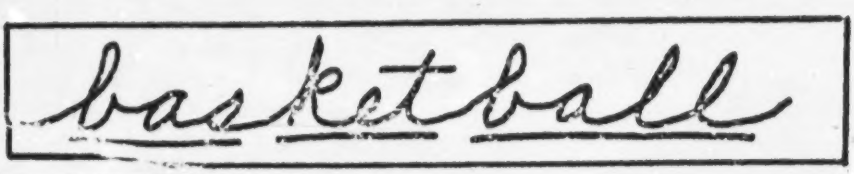
While saying first syllable, trace it with fingers.

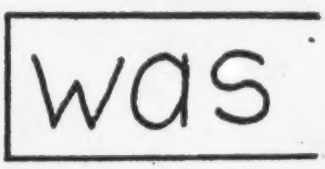
Say next syllables, in turn, and trace them.

Cross t's and dot i's from left to right

Underline syllables (saying syllables)

Say whole word.





⑤ Check

When the pupil thinks he knows the word and can write it from memory:

1. Turn strip of paper over and pupil writes word with a pencil. (Stop if an error.) If correct, fold this word down, and pupil writes word second and third times on back of paper without error, folding word out of sight each time.
2. If pupil was able to write the word correctly three successive times, write the word on a 3" x 5" card. (Date it.)

Retention

1. Next session...pupil should write word from memory. If any error, begin tracing method again.
2. Check word for five sessions. Any mistake before he can reproduce word from memory five times, start over.

Reinforce

Use same words pupil uses for a story you write for him.
(From his own words you can teach him other words and word analysis and structural skills.)

operation Upgrade of Baton Rouge

2928 COLLEGE DRIVE
BATON ROUGE, LA. 70808
926-3189

Jan. - Feb. 1975

AWARDS NIGHT '75

Upgrade tutors and students are warming up in the wings and awaiting the opening curtains for Operation Upgrade's Eighth Annual Awards Night Celebration which has been scheduled to begin at 7:30 p.m. on March 18, 1975 in the small auditorium of the Catholic Life Center. Chairman Lew Carter promises that this will be the largest ever. This is perhaps the case according to the last reports from Tutor-trainer Supervisor, Marjorie Whalen and Tutor Supervisor, C nthia Macomber.

Southern University President is Awards Night Speaker

The speaker for the Awards Night Celebration is Southern University President, Jesse Stone. We are particularly honored to have him as the featured speaker because of his long standing interest in and support for Adult Education even prior to his assuming his position in the Louisiana State Department of Education as Assistant Superintendent of Community Affairs.

When President Stone assumed his duties as President of Southern University, he expressed a sincere desire that the University's outreach become more strongly manifested in the entire state and specifically in the Baton Rouge area. This desire was followed by his endorsement of Upgrade and, to the delight of many, the initiation of a course for credit which has resulted in a boost in the Upgrade

who is the Director of the Reach and Teach Adult Illiterates Project at Southern University. He is known for his many concerts locally as well as in other diverse geographical locations.

There will be more student participation on the program which will serve to permit the students to show off their newly acquired reading skills. We are looking forward to seeing all of our tutors, students, board members, members and friends of Upgrade for this exciting occasion.

We are proud of the work that is being done by Lew and his Committee, Clarence Collier, Vice President of Student Affairs at Southern University, Mrs. T. T. Williams and Lonnie Fogle!

LOUISIANA ILLITERACY REDUCTION RANKS HIGHEST IN COUNTRY

It is a very "refreshing" feeling to read a headline such as the one above, especially when you have lived with the fact that you are residing in a state that has the highest rate of illiteracy. We are proud to announce that because there were some Louisianians who were challenged to do something about this statistic that we are now leading the country in the reduction of illiteracy.

According to a release from Superintendent Michot's office to the "Morning Advocate" on Tuesday, February 11, 1975, Louisiana is first among the

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Other Program Features

In addition to the dynamic speaker, the audience will be treated to a couple of musical selections by Mr. Earl Taylor who is the Director of the Reach and Teach Adult Illiterates Project at Southern University. He is known for his many concerts locally as well as in other diverse geographical locations.

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According to a release from Superintendent Michot's office to the "Morning Advocate" on Tuesday, February 11, 1975, Louisiana is first among the 50 states in increase of vocational rehabilitation and third highest in the expenditure of state funds for bilingual education. It was further stated that adult illiteracy was reduced 8.2 percent in 1973-74 which was the greatest reduction in the nation. Adult education programs enrolled 31,382 in 1973 and 29,107 in 1974. In 1973, 513 inmates enrolled in adult education and 593

enrolled last year.

The staff of the Adult Education Bureau of the State Department of Education and the many Adult Education Supervisors throughout the state are to be commended for the long hours of hard work involved in attaining such a high goal in the educating of adults in the State of Louisiana.

Office Volunteers

Mrs. Martha McCrory, through the Community Volunteer Bureau, has provided the answer to our prayers by providing three very capable ladies to help with office work and bookkeeping. Mrs. Ethel Drager and Mrs. Anne Eberly are in the office on Monday and Tuesday, respectively and Mrs. Lopez has volunteered for bookkeeping duties once per week. We are most grateful to the Community Volunteer Bureau for providing Upgrade with the services of these ladies.

STAFF DEVELOPMENT ACTIVITIES

Public Relations Seminar

The Public Relations Association of Louisiana (PRAL) held its Annual Seminar at the LSU Union on February 7, 1975. Upgrade Director, Catherine H. Stephens, attended sessions on improving external communications via the Public Relation Life Line, how to put together newsletters, bulletins, and "in-house" publications, and on the "ins and outs" of Public Service Communication. Information gained from the seminar was beneficial to Upgrade as a non-profit organization whose very existence depends on its appeal to the general public.

NALA Executive Committee

Upgrade Director, Catherine Stephens attended a joint meeting of the NALA Executive Committee and the Board of Trustees of Laubach Literacy which was held at the Treadway Inn in Syracuse, New York, on January 14-18, 1975. Much was accomplished in sharing and goal-setting for the next few years. It was also encouraging in that a new staff person,

The Wisconsin Design

Members of the Upgrade Staff, Cynthia Macomber, Marjorie Whalen and Yvonne Hornsby plan to travel to New Orleans to attend a seminar, The Wisconsin Design for Reading Skill Development, which promises to be quite helpful to the tutor-trainers.

3rd Annual Right To Read National Conference

Upgrade Director, Catherine Stephens, will attend the Third Annual Right to Read National Conference which will be held on Thursday and Friday, March 6-7, 1975, at the Sheraton Inn and International Conference Center in Reston, Virginia. At this conference the Right to Read Directors will hear of the Current Status of Right to Read from its National Director, Dr. Ruth L. Holloway. Also featured will be a congressional panel (consisting of Senators Edward Kennedy, Thomas Eagleton and Glenn Beal, Jr. and Congressman Albert H. Quie) who will discuss Public Law #93-380 and its implications for Right to Read. A series of mini sessions will be conducted which will carry out the theme "Spotlight on the Adult Learner". On Friday, the mini sessions will feature "Successful Demonstration Programs-How They Can Help Other Local Education Agencies". The Upgrade Director is scheduled to lead a Session on "Planning Effective Recruitment and Retention Strategies for Adult Literacy Programs".

Cluster meetings will also be held which will give close-out Procedures, Methods and Techniques for Maintaining and Expanding the Right to Read Program. It promises to be very interesting and enlightening.

Book Review

At the February 4, 1975 Upgrade staff meeting, Tutor-training Supervisor, Marjorie Whalen, reported on "Measuring the Primary Effect of Reading". Due to the time element involved she will continue with this

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WORKSHOP NEWS

January and early February were busy for the tutor-trainer corps. The recruitment efforts at Southern University and Louisiana State University resulted in 30 students taking the training workshops, and are presently tutoring for credit hours. In addition, a few more students are tutoring without receiving course credit.

At Southern University, Darnell Thomas led a Workshop for Special Education students. This effort was coordinated by Mrs. Lucile Bates. Marjorie Whalen led a workshop for Sociology students and Mr. Charles Payne, of the Sociology Department at Southern University is coordinating this tutoring effort.

At Louisiana State University, Marjorie Whalen led two workshops for Psychology students, Social Welfare students and non-credit volunteers. Much assistance was given by Dr. Marian Baun of the Psychology Department and by The Rev. Frank Horton, Director of the Baptist Student Union in initiating the involvement of students in our tutoring program and continuing support for it.

Two Valley Park Workshops were also conducted for Community Volunteers. Cindy Macomber led the morning workshop, and Lynda Imes took responsibility for the evening workshop.

AROUND THE OFFICE

Various groups of young Baton Rouge citizens have been contributing their time and talents to the Upgrade program.

The Girl Scouts of Troop 121 have been assisting the staff. Stacy Shiflett, Janet Pearce, Carolyn Tyler, Ellen Schutte and Sandy Tyler assisted with assembling newsletters for mailing and Jane Fougerousse, Tricia Corkery, Jill Lambert and Rusty Lambert assembled workshop kits.

The University High School Hi-Y Group is also giving assistance. Jeff Wood, Robert Simmons, Danny Daniel and Tim McMains helped prepare library mate-

TRAINING CORPS EXPANSION

The Tutor Trainer Corps welcomes Susan McCall, Gayle Stevenson and Eileen Freeman. These experienced tutors began their apprenticeships as trainers with the January morning workshop at Valley Park.

A WORD ABOUT

TIME MANAGEMENT

It was a blessing in disguise that Priscilla Gipson, (immediate past Executive Secretary of NALA and Director of USA Programs) did not send out Christmas cards but capitalized on the occasion of Valentine's Day to share a few "gems" on "time management".

Pricilla attended a Time Management Seminar last month and was reminded that those of us who complain of not having the time to get things done had better take a look at how we spend the available time that we have. To quote her--"no one runs out of time so long as one is alive." The problem is not that "time goes by", but rather how "we go by" the time we all have in equal amounts.

In closing this newsletter out I think a good beginning for the upcoming Spring season is to be ever mindful of the following quote and use the meaning as a "guiding star":

Take time to work - it is the price of success.

Take time to think - it is the source of power.

Take time to play - it is the secret of perpetual youth.

Take time to read - it is the fountain of wisdom.

Take time to be friendly - it is the road to happiness.

Take time to dream - it is hitching your wagon to a star.

Take time to love and be loved -

receiving course credit.

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The University High School Hi-Y Group is also giving assistance. Jeff Wood, Robert Simmons, Danny Daniel and Tim McMains helped prepare library materials for use by our tutors and students.

Two volunteers who are not able to tutor at this time are helping to write easy-reading materials for our students. Patricia Cooper has contributed several items for the Student Newsletter, and Mary Blalock is preparing much needed consumer information. These efforts are much appreciated, as there is always a need for more easy-reading materials in our program.

A sincere "THANK YOU" to all of you.

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Take time to dream - it is hitching your wagon to a star.

Take time to love and be loved - it is the privilege of redeemed people.

Take time to look around - it is too short a day to be selfish.

Take time to laugh - it is the music of the soul.

OPERATION UPGRADE
Continuing Education Center
2928 College Drive
Baton Rouge, La. 70808

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Baton Rouge, Louisiana

ADDRESS CORRECTION REQUESTED:

Tutor's Meeting

The tutors of Operation Upgrade met February 18 at the Valley Park Reading Center, with Cindy Macomber coordinating. The plans for the upcoming awards night celebration were discussed. Mrs. Beth Bingham, adult promotion coordinator for East Baton Rouge Parish libraries, showed an excellent film on the way adults can utilize library facilities.

Marjorie Whalen awarded tutoring certificates to those earning them in the past few months. Three new Senior Literacy Tutors honored with SLT certificates were Betty Brophy, John Brophy and Ellen Dewey. Those receiving Laubach Tutoring certificates were Susan Anderson, Lorraine Charleston, Agnes Chaloux, Albert Brown, Mary Ann Boudreaux, Elizabeth Hynes, Louise Hull, Willie Hires, Carolyn Hawkins, Linda Hall, Janice Furr, Jackie James, Joyce Lundgren, Dominic Magazine, Pati Merritt, Rose Penland, Gretchen Pressburg, Marilyn Range, Sheila Riley, Chris Stephensen, Charlene Templet, Mark van den Dries, Jennifer Butler, Debra Charles and

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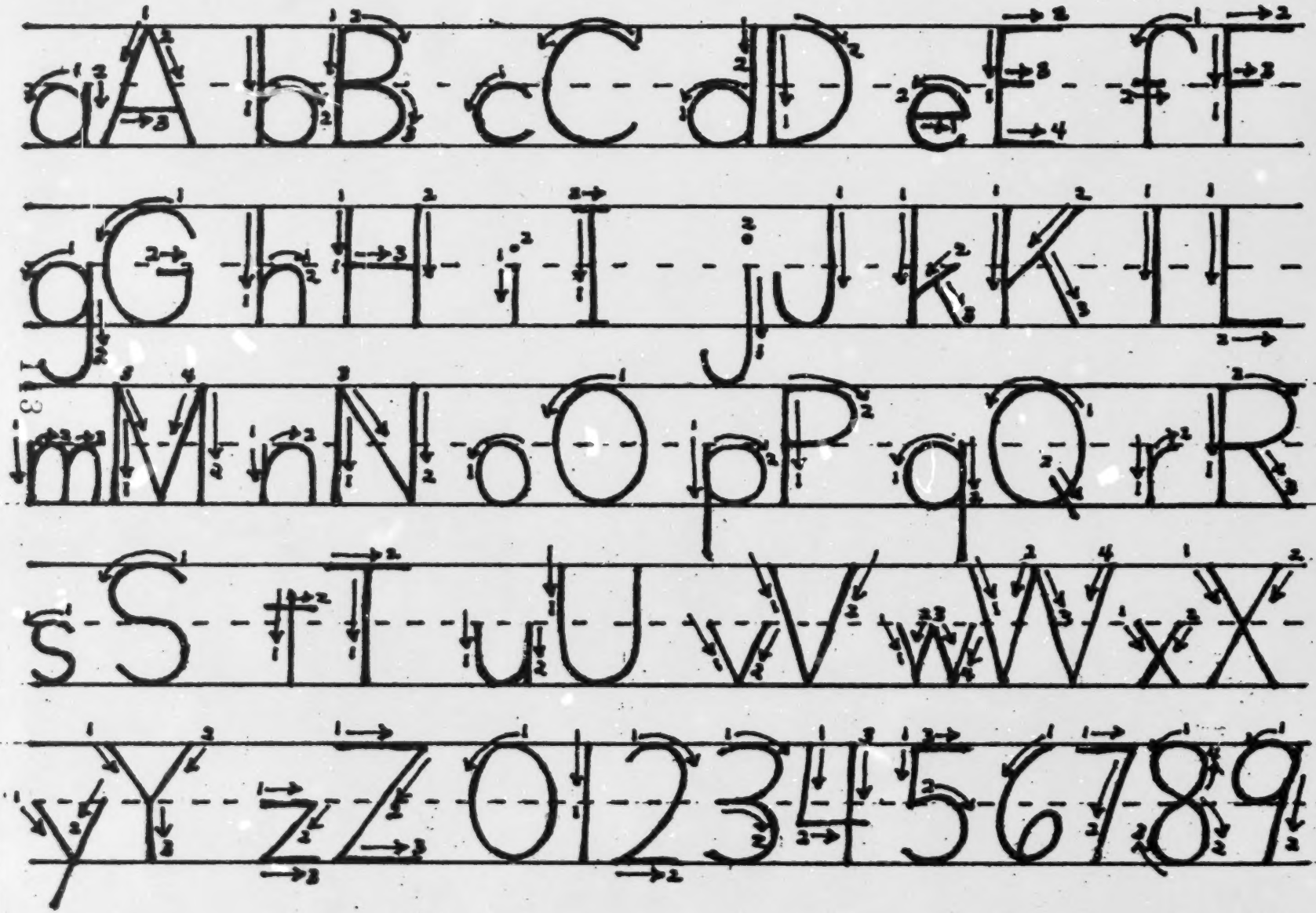
BOOKS, BOOKS, BOOKS

Do you have some books from the UPGRADE center that you've been meaning to return and have been too busy to do so? The University High Hi-Y volunteers have offered to pick them up. Just call the office, 926-3189 and we will make the arrangements. Thanks!

Manuscript Chart



OPERATION UPGRADE
* WORKSHOP EVALUATION FORM *

Place_____Date_____Leader_____

We would like to know which parts of the workshop you found the most----and the least---helpful. Please be as specific as possible in commenting on the following parts of the workshop:

Orientation to Upgrade and literacy work:

"Sensitivity" material--characteristics & problems of non-readers:

Lesson demonstrations, explanations of Laubach materials:

Presentation of other materials; published, tutor-made, etc.:

Other techniques used in tutoring adults; language experience, writing for new readers, etc.:

Practice sessions with other workshoppers, assignments for "imaginary" student:

Other:

Name_____

Thank you!